Teach Yourself
ARABIC

S.A. Rahman

Dedicated to
my mother and father
who worked hard to make me what I am today.
I dedicate this book in all humanity.

Goodword Books
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New Delhi-110 013
email: info@goodwordbooks.com
www.goodwordbooks.com
www.goodword.net
First published 2003
Reprinted 2010

Printed in India

Contains

من أراد أن يعمل كبيرا فى النحو
بعد كتاب سيبويه فليستحى

Introduction

India is a country where the tradition of Islam and Arabic studies stretches over centuries. There is no dearth of books on Islam, Arabic literature and other related subjects, Arabic language and its grammar. Whether it is a madrasah for religious studies or a school, college and University of modern education, the Arabic syllabi invariably include Arabic grammar. Indian scholars of the Arabic language have till date prepared a large number of books in an attempt to teach Arabic grammar in order to strengthen the foundations of the student of the Arabic language. Superficially and according to the abilities of the students some of the books have come to be known as good books and some others as bad books. However, I am of the conviction that no book on any subject and more so of the Arabic grammar should be compared with other books and classified as good or bad because every author prepares his book to the best of his information and ability and for a specific group of people with specific end in mind to achieve. Similarly no two persons or students will learn equally from the same book or the same teacher. Every author has his past experience in the field of the subject on the basis of which he builds up his book and every student has his own level of intellect and motivation to learn.

No single information can ordinarily be acquired from a single reading of a book and no single book can be read repeatedly due to monotony and boredom and hence he needs to read the same information encoded differently before it becomes a part and parcel of his acquisition.

It is more true of grammar of any language particularly for those who learn a foreign language in a foreign milieu through the grammar and not the grammar through the language like in the case of native languages.

Every author desires and tries to place his subject before readers in a way that he thinks is better and easy to comprehend and thus is created a corpus of reading material on the subject that provides choice to the readers and students.

In this book I have also tried to put things the way I think better and

with my teaching experience spread over more than thirty long years. I believe that this book in hand will be of great utility for the students of the Arabic language anywhere and specially anywhere in India. I have employed the same method of placing things before the readers as I used in teaching my students in the classroom and since I had achieved good result with my students. Unlike many other books on Arabic grammar most favoured and popular with the students, I have written my own texts with specific grammar point in mind to teach through the lesson and precisely this is the reason that I could feed in the texts the grammar points I wanted and give maximum number of examples. It is of course not possible to write a lesson with only one grammar point, however, it is very much possible to teach only specific things through one lesson and indeed this is what I have tried to achieve. I think this could be possible for me because I have improvised texts for each lesson in preference to borrowing readymade texts from established writers of renown, or poetry, or the Quran and the Hadith of the prophet which is generally the case with a large number of books. I am fully aware that my improvised texts may not be very ornate and rhythmical as in some other books, however, I am confident that they are good enough to serve my end that is to make the readers and the students understand that they need to understand in an easy way and to achieve this end I am prepared to make any sacrifice.

In each lesson the text has been written and divided in lines in such a way that the meaning of the Arabic word, and phrase can be given just in front of it in order to make the things easy for the readers and our success rate is quite high. It has also been attempted that only specific grammar point/s should be dealt with in each lesson and the readers should work to concentrate to deal only with that much.

As far as possible adequate explanation has been given with examples. At the end of each lesson a list of difficult words used in the lesson has also been provided with their meanings in English.

I have detailed major grammar points in thirty-five lessons and some essential points have been briefly summed up under "Arabic Grammar on Finger Tips". These include points which have either been discussed thoroughly in the lessons and I have mentioned them here just to serve as reminder while some minor points that do not merit detailed explanation

but are considered vital, have been mentioned with adequate explanation and examples.

Through each book is complete in itself, however, no book is ever a final word on the subject. I believe that each book is complementary to the others on the subject as it provides another opportunity for the readers to compensate for what he or the authors might have missed in the others.

I have taken several books written on this topic of Arabic grammar as my model and tried to do this book in a different way—in a way that I considered better and closer to the ability of the students to understand.

It may be noted that I have basically prepared this book for the students who want to learn standard written Arabic outside its native milieu in most of the cases. I believe this book will be of great help for such people.

Before I finish I like to thank all those people who were in anyway helpful to me in preparing this small handbook of Arabic grammar and very specially Mr. Saniyasnain, the publisher of this book and who had actually prompted me to do this book about more than a year ago.

Finally, I thank God who gave me good health and ability to complete this work as best as I could.

(S.A. Rahman)

List of Abbreviations:

Adj.	Adjective
Adj. com	Adjective of comparative degree
Adj./Numeral	Adjective/ Numeral
Adj SF	Adjective Singular Feminine
Adj.SM	Adjective Singular Masculine
Adj./VN	Adjective / Verbal Noun
Adj.N.	Adjectival Noun
Adv.	Adverb
Adv of Time	Adverb of time
C N M	Collective Noun Masculine
e. g.	Exempli gratia/ for example
F D	Feminine Dual
i. e.	id est/ that is
M	Man/Men
W	Woman/Women
M D	Masculine Dual
N F	Noun Feminine
N M	Noun Masculine
N P P	Non-personal plural
N U	Noun of Unity
N U F	Noun of Unity Feminine
M F D	Masculine Feminine Dual
O. S.	One self
P	Plural
P. F.	Plural Feminine
Pl. non-personal	Plural non-personal
P M	Plural Masculine
P M & F/PMF	Plural Masculine & Feminine
P P	Past Participle/Passive Participle
PP/ SM	Past / Passive Participle / Singular Masculine
A P	Acive Participle

S M	Singular Masculine
S F	Singular Feminine
Prep.	Preposition
S M & F, SM/F	Singular Masculine & Feminine
V N/VNSM	Verbal Noun/Verbal Noun Singular Masculine
VN / Adj.	Verbal Noun/ Adjective

I P SMF	First Person Singular Masculine/ Feminine
I P D P M F	First Person Dual/ Plural Maculine / Feminine
II P SM	Second Person Singular Masculine
II P DM	Second Person Dual Masculine
II P PM	Second Person Plural Masculine
IIP SF	Second Person Singular Feminine
IIP DF	Second Person Dual Feminine
IIP PM	Second Person Plural Feminine
III PSM	Third Person Singular Masculine
IIIP DM	Third Person Dual Masculine
IIIP PM	Third Person Plural Masculine
IIIP SF	Third Person Singular Feminine
IIIP DF	Third Person Dual Feminine
IIIP PF	Third Person Plural Feminine

Explanation:

I Person	=	The person who speaks.
II Person	=	The person spoken to.
III Person	=	The Person spoken about.

Names of Arabic Vowels:

Fatḥah / fatḥah			ـَ	فتحة
Kasrah/ kasrah			ـِ	كسرة
Ḍammah/ ḍammah			ـُ	ضمّة
Tanween/ tanween	ـٌ	ـٍ	ـً	تنوين

Sokoon/ sokoon ـْـ سكُون

Shaddah/ shaddah ـّـ شَدَّة

Shaddah with kasrah ـّـِ or ـِّـ شدَّة معَ الكَسْرَة

Shaddah with ḍammah ـُّـ شَدَّة مَعَ الضَّمَّة

Shaddah with fatḥah ـَّـ شَدَّة معَ الفتحة

Maddah ـٓـ مَدَّة

(It is written above the initial alif only to elongate its sound)

Name Of Arabic Cases:

Terminal letter of a word indicates the case.

(1) When the last letter carries (single or double) ḍammah:

Nominative case حالة الرفع/ مرفوع

(2) When the last letter carries (single or double) fatḥah:

Accusative Case حَالة النصب/ منصوب

(3) When the last letter carries (single or double) kasrah:

Genitive case حالة الجر/ مجرور

Names of Arabic Tenses:

Past Tense الفعل الماضى

Present Tense الفعل المضارع

Names of Arabic Moods:

When the last letter of a verb is silent i.e. it carries a sokoòn:

Jussive mood حالة الجزم/ مجزوم

When the last letter of a noun is silent i.e. it carries a sokoon:

A pocopate mood حَالَة الجزم/ مجزوم

When the last letter of the verb/noun carries (single or double) *fatḥah*

Subjunctive mood حالة النصب/ منصوب

LESSON — 1 الدرس — ١

Arabic Alphabet الابجدية العربية

ا ب ت ث

ج ح خ د

ذ ر ز س

ش ص ض ط

ظ ع غ ف

ق ك ل م

ن ه و ى

ء ة

Arabic is written and read from right to left. Hereunder are given (i) t Arabic letters in the top line and (ii) their approximate pronunciation (their symbols in brackets) in the Roman letters in the second line.

(i) Read from right to left:

ث	ت	ب	ا
Thaa (TH)	Taa (T)	Baa (B)	Alif (A)
د	خ	ح	ج
Daal (D)	Khaa (KH)	Ḥaa (Ḥ)	Jeem (J)
س	ز	ر	ذ
Seen (S)	Zaa (Z)	Raa (R)	Dhaal (DH)
ط	ض	ص	ش
Ṭaa (Ṭ)	Ḍaa (Ḍ)	Ṣaa (Ṣ)	Sheen (SH)
ف	غ	ع	ظ
Faa (F)	Ghayn (GH)	'Ayn ('A)	Ẓaa (Ẓ)
م	ل	ك	ق
Meem (M)	Laam (L)	Kaaf (K)	Qaaf (Q)
ى	و	ه/هـ	ن
Yaa (Y)	Waw (W)	Haa (H)	Noon (N)
		ة	ء
		Taa (Round) (T)	Hamza ('A)

Notes:

(1) There are twenty eight letters in the Arabic Alphabet.

Last two letters are in fact the variant forms of letters nos. 1 and 3 respectively. However, for our convenience we can consider them to be thirty letters. More so because these two letters i.e. Hamza and Round Taa play a distinctive role in the Arabic language in terms of Grammar and orthgraphic requirements and rules.

2. All Arabic letters are considered to be consonants. However, three letters i.e. Alif ا, Waw و, and Yaa ى , are also used as elongative vowels. Details regarding vowels and elongative vowels appear in lesson number 5 of this book.

3. Sound transcription of Arabic letters has been given in Roman letters for facilitating the process of learning the Arabic sounds. They should be treated as approximate sound equivalents and not the total equivalents.

4. Key to pronouncing peculiar Arabic sounds is given in lesson number 2.

Exercises:

(1) Read Arabic letters to acquaint yourself with their sounds (as explained in lesson no. 2) and independent shapes:

(2) Acquire Roman equivalents of Arabic letters as they are likely to occur elsewhere in this book.

LESSON — 2   الدرس — ٢

Peculiar Arabic Sounds   الاصوات العربية الخاصة

Apart from the ordinary sounds available in the Indian languages specially in Hindi there are eleven sound in the Arabic language which may be termed as very peculiar of Arabic.

These sounds are as follows (Read from right to left):

ذ	خ	ح	ث
Dhaal	Khaa	Ḥaa	Thaa
ظ	ط	ض	ص
Ẓaa	Ṭaa	Ḍaa	Ṣaa
	ق	غ	ع
	Qaaf	Ghayn	‘Ayn

In the following lines an attempt is made to guide the learners to say these sounds as close to the correct sounds as possible:

1. ث Thaa : It should be said like "th" in Elizabeth. To say this sound correctly one has to put the tip of the tongue on the inner edge of the upper teeth. Detach the tongue while saying the sound.
2. ح Ḥaa: Only your throat shall be functioning to say this sound. When you intend to say this sound your lower throat and uvula shall come very close leaving a negligible aperture between them for the air to pass out. Sound thus made will be heavy aspirate "Ḥ" and this is precisely what we know as Arabic Ḥaa.
3. خ Khaa: For saying this sound also only your throat functions. This sound may be equated with "ch" in LOCH of the Scotish Language. This sound is best produced when the throat is allowed to relax with the mouth open and the uvula hanging down hindering the free passage of the air. This sound may be compared with the snoring of a person when asleep.

4. ذ Dhaal: This sound can be said by putting the tip of the tongue on the inner side of the upper teeth. Detach the tongue when you intend to say the sound. This sound may be compared with soft "dh" sound as in DHOW.
5. ص Ṣaad: Give your tongue the Shape of a shallow bowl. Open your mouth moderately. Slowly close your mouth when you intend to say the sound. Your upper and lower teeth will join gently and the tip of the tongue shall touch the palate at the roots of the upper teeth while your lips will remain apart. This sound may be compared with the "s" sound as in BLAST.
6. ض Ḍaa: Shape of your tongue and other instructions remaining the same as in Ṣaa except only that the tip of the tongue shall join the palate at the roots of the upper teeth both before and after saying the sound. This sound may be compared with "d" as in DAD.
7. ط Ṭaa: Shape of the tongue remains the same as in the earlier two sounds. Put the tip of the tongue on the frontal palate. Detach the tongue as you release the sound. This sound may be compared with "t" as in FLAT.
8. ظ Ẓaa: Shape of the tongue remains the same as in the foregoing sound. However, here the tongue shall not touch the palate at all both before and after releasing the sound. Your tongue shall go very close to the frontal palate in preparation to say the sound. The tongue will have to be withdrawn when you intend to say the sound.
9. ع 'Ayn: Open your mouth at half its capacity. Stop the breath by lowering the root of the tongue inside the throat, thus narrowing the passage of the air. Slowly lift the root of the tongue and lower the uvula while releasing the sound. It may be remembered here that only the throat functions to say this sound.
10. غ Ghayn: Open your mouth at half its capacity. The softest part at the end of the palate and the uvula shall slowly come down as you prepare to say this sound. This sound is very close to "r" in the French language. It may also be compared with the strong gargling sound.
11. ق Qaaf: Stop the breath in the throat. Open your mouth moderately. Lower the uvula and lift the root of the tongue. Detach them as you say the sound.

Other sounds of the Arabic Language are available in almost all the Indian languages or otherwise they are easy to say.

Note: When given the physical apparition the sounds are technically known as letters.

Exercises:

1. Say all the Arabic sounds as many times as you can. Give special attention to such sounds which do not occur in Indian languages.
2. Repeat peculiar Arabic sounds till you are able to say them properly.

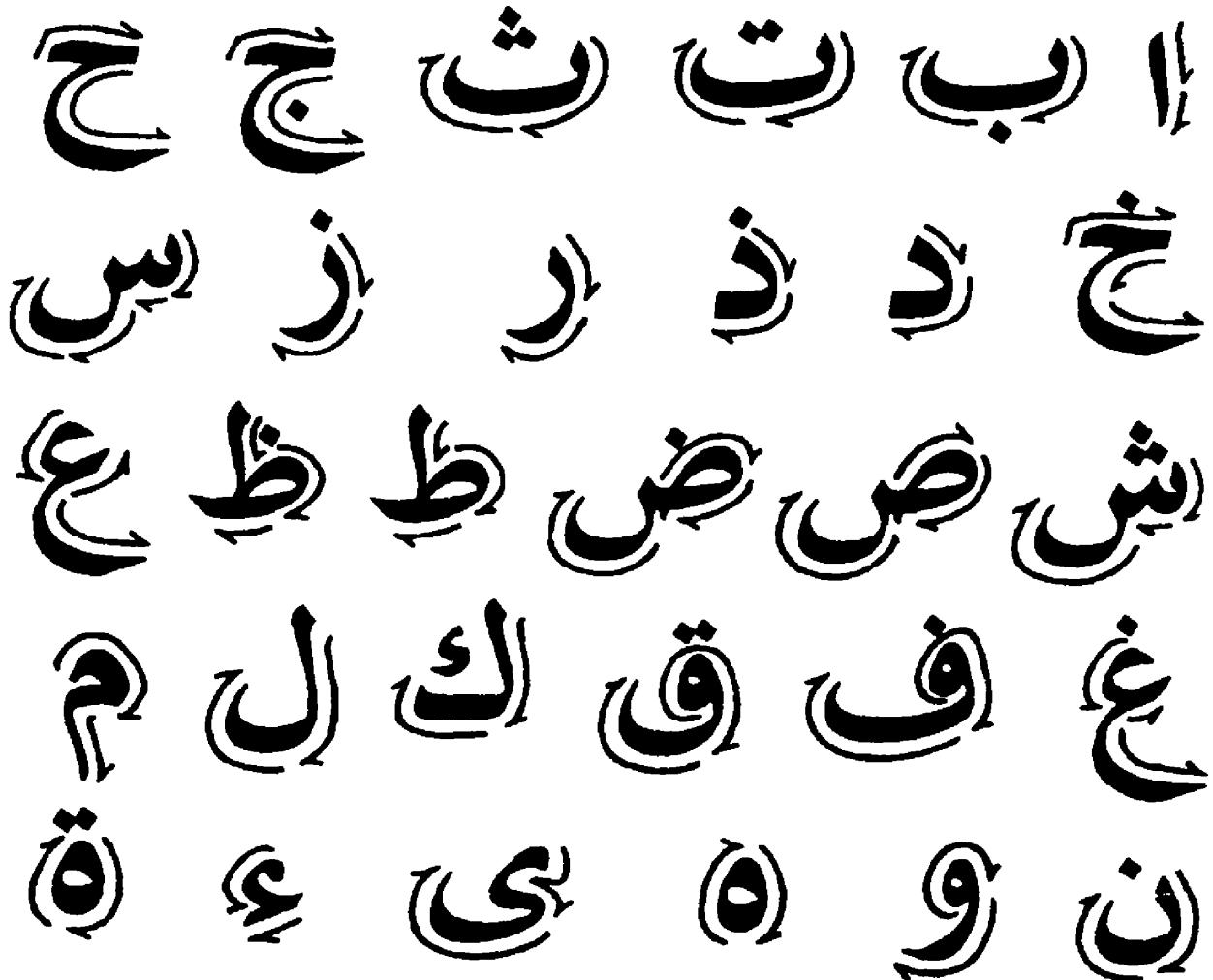
LESSON — 3   الدرس — ٣

How to write Arabic letters
كيف نكتب الحروف العربية

This lesson has been exclusively designed for giving the learners the right method of writing the Arabic letters.

It is essential keeping in view the fact that Arabic script itself poses a great challenge for a large majority of Indian students who want to learn the Arabic language.

I have shown here with arrow marks the directions which have to be followed strictly if one wants to master the Arabic script.

Read and write from right to left and only in the directions as shown by arrow marks:

Notes:

1. Care should be taken to draw the proper shapes of the letters in the direction as indicated by arrow/s.
2. Right number of dots should be placed at the right places.

Exercises:

1. Write the shapes of the Arabic letters.

Note: It may be mentioned here that these shapes are known as the independent forms of the letters.

LESSON — 4 الدرس — ٤

Different Shapes Of Arabic Letters
مختلف اشكال حروف اللغة العربية

There are no capital letters in Arabic. Arabic words are obtained by joining these letters with one another. When we join Arabic letters together to obtain words they look to have assumed shapes different from their original independent shapes as per their placement in the words- in the beginning , in the middle and at the end.

Based on this premise we can say that Arabic letters can assume four different shapes. They are as follows:

1. Independent shapes
2. Initial shapes
3. Medial shapes
4. Terminal shapes

1. Independent shapes of letters have been shown in lesson No. 1. As would be evident from the word independent, each letter is written independent of the other i.e. one letter separate from the other.
2. By initial shapes of the letters it is intended to mean the shapes of the letters in the beginning of a word.

In this case only the commencing part of a letter is taken, or it might even be said that a miniature shape of a particular letter is used.

3. By medial shapes of the letters it is intended to mean the shapes of the letters somewhere between the first and the last letters of a word.

In this case also a miniature shape of the letter is used.

4. By terminal shapes of the letters it is intended to mean the shapes of the letters at the end of a word.

In this case the letter is drawn in its full shape. However, it is joined to its preceding letter and hence, it looks different from its independent shape.

Let us take for our example the letter Khaa خ and wirte it in its four forms as explained above in the following words:

Far khon (young bird)

The letter Khaa خ is written independently i. e. it is not joined to its preceding letter. It is the same as you have seen in the alphabetical table in lesson-1.

Khafeeron (watchman) خَفِيْرٌ

Only the crown of the letter i. e. its initial part has been taken.

Makhfaron (guardroom) مَخْفَرٌ

Only the crown of the letter with ligatures on both sides is used in this word.

Tafreekhon (incubation) تَفْرِيْخٌ

The full form of the letter is used, however, here it is joined to its preceding letter. It is called the terminal attached shape.

In lesson no. 1, you have seen and practised the independent shapes of the Arabic letters. Hereunder we give the other three shapes of the Arabic letters. Alongside we also the give independent shapes of the letters for ready reference and comparison.

Terminal Shapes	Medial Shapes	Initial Shapes	Independent Shapes
ـا	ـا	ا	ا
ـب	ـبـ	بـ	ب
ـت	ـتـ	تـ	ت
ـث	ـثـ	ثـ	ث
ـج	ـجـ	جـ	ج
ـح	ـحـ	حـ	ح
ـخ	ـخـ	خـ	خ
ـد	ـد	د	د
ـذ	ـذ	ذ	ذ
ـر	ـر	ر	ر
ـز	ـز	ز	ز
ـس	ـسـ	سـ	س
ـش	ـشـ	شـ	ش
ـص	ـصـ	صـ	ص

ـط	ـطـ	طـ	ط
ـظ	ـظـ	ظـ	ظ
ـع	ـعـ	عـ	ع
ـغ	ـغـ	غـ	غ
ـف	ـفـ	فـ	ف
ـق	ـقـ	قـ	ق
ـك	ـكـ	كـ	ك
ـل	ـلـ	لـ	ل
ـم	ـمـ	مـ	م
ـن	ـنـ	نـ	ن
ـه	ـهـ / ـهـ	هـ	ه
ـو	ـو	و	و
ـي	ـيـ	يـ	ى

Keen and careful observation of different forms of Arabic letters shall reveal that barring a few letters the Arbic letters do not assume shapes really different from the original independent forms. It is however, the ligatures i.e. additional strokes drawn for joining letters in words which make them look different. It is very much true even of the English cursive writing. For example let us take the following two words:

cat / act

You can see in the above two words in cursive writing that component letters: c : a : t : do appear slightly different from their following typewritten forms:

cat : act

In the case of Arabic letters the change that occurs in cursive writing or running hand is slightly more or at least so it appears.

When joined together in words the Arabic stomached letters lose their stomachs in the beginning and in the middle. Only the crowns/initial portions of the letters or a representative tooth substitutes them in the said positions. They however retain their distinctive marks i.e. dots.

The letter Meem م when joined in the beginning or in the middle, loses its tail.

The letter 'Ayn ع and Ghayn غ are the only two letters in the Arabic alphabet which drastically change when joined in words. In the middle and

at the end the crown assumes a triangular shape as it is given in the following: Ma'a (with) مَع

It is relevant to mention here that the following six letters are not joined with the letters that follow them. If any of these six letters occurs in the beginning or anywhere in the middle of a word we have to break the word at that stage and write the remainder part of the word afresh.

These six letters are as follows:

و	ز	ر	ذ	د	ا
Waw	Zaa	Raa	Dhaal	Daal	Alif

In brief we can say that the letters mentioned above can either be independent or terminal and when they occur in the beginning or somewhere in the middle of a word they should be treated as semi-terminals. For example:

Farkhon فرخ	Waalidon والد
(young bird)	(father)

Notes:

1. Learners are advised to read this lesson carefully and practice sounds and shapes diligently.
2. The letter Hamza ء is not at all joined. It may be written below or above Alif e. g. إ أ. It may be written on Waw and ى e.g. ؤ ئ. It may be written somewhere in the word on a tooth e.g. ـئـ ئ. It may be written straight on the line ء.
3. The Round Taa occurs only at the end of a noun. Noun ending with Round Taa is generally feminine singular . Counted few are singular msculine because they are specifically used for men. Occasionally some plural nouns can also terminate with round Taa. Learners will acquire this information in due course. It is written thus ة when it is terminal or independent. When it is joined to its preceding letter the shape appears thus ـة .

Exercises:

1. Practice acquisition of sounds and shapes of Arabic letters.

Advice: Please seek learned help to achieve accuracy in pronunciation & writing.

LESSON — 5   الدرس — ٥

Vowels الحركات

There are two kinds of vowels in the Arabic language:

i) Close Vowels

ii) Long Vowels or Open Vowels

Names and usage of close vowels are as following:

a) The first vowel is a small diagonal mark/ stroke above the letters.

Example:

أَ   بَ   تَ

Now we shall read the above mentioned letters as:

"a'' in attend

''ba'' in bandage

''ta'' in tanbark

This diagonal stroke is known in Arabic grammar terminology as fatḥah.

b) The second close vowel is a diagonal stroke placed under a letter. It is called kasrah.

Example:

إِ   بِ   تِ

In this case we shall read the above metioned letters as:

"i" in in

"bi" in bin

"ti" in tin

c) Third close vowel is called ḍammah. It is an eyed coma placed always above the letters.

Example:

أُ   بُ   تُ

Now we shall read these letters as follows:

"o" in oyster
"bo" in boil
"to" in toil

The vowels mentioned above may have to be written twice under or above the terminal letters of nouns and adjectives. In this case the sound of the concerned letter shall end in nunnation i.e. the sound of the concerned letter shall end in a strong "NOON" sound.

Example:

Now we shall read the above vowelled letters as:

"an" in anthrax
"ban" in bandy
"tan" in tandem

These diagonal strokes might occur under a terminal letter of nouns or adjectives.

Example:

These letters shall be read as:

"in" in inside
"bin" in dustbin
"tin" in tinker

Similarly two eyed comas might have to be written above the terminal letters of nouns and adjectives. In print we ordinarily see one right and the other inverse coma as shown below:

Example:

In this case the terminal letters shall have to be read as:

"un" in munsif
"bun" in bundelkhand
"tun" in tundra

These three double vowels are known as:

i) double *Fatḥah*
ii) double *Kasrah*
iii) double *Ḍammah*

The double *kasrah* and double *Ḍammah* are directly written under or above the letters as explained in the foregoing. However, in the case of double *fatḥah* one supportive Alif ا is necessarily suffixed to the concerned terminal letter except the Round Taa and terminal Hamzah.

Example:

In the case of the Round Taa (Taa-e- Marboota in Grammar Terminology) the double *fatḥah* is directly placed above it and it does not need any supportive Alif.

Example:

ةً

Similarly double *fatḥah* is directly placed above the terminal Hamzah and placing Alif after it is a mistake.

Example:

ءً

Now let us take up the long or open vowels.

All the twenty eight letters of the Arabic alphabet (or say thirty) are consonants. However, three of them are used as long vowels also. They are:

ى	و	ا
Yaa	Waw	Alif

The first open vowel is a long "a" sound. It obtains when the Alif ا is preceded by a letter bearing one fatḥah.

Example:

تَا   بَا

We shall read the above combinations as:

"ba" in bath or say baa

"ta" in talk or say taa

The second open vowel is a long "e" sound. It obtains when this elongative yaa ى is preceded by a letter bearing one kasrah.

Example:

تِى   بِى

We shall read the above combinations as:

"bee" in beef

"tee" in teeth

The third open vowel is a long "o" sound. It obtains when this elongative "Waw و is preceded by a letter bearing one *dammah*.

Example:

تُو   بُو

These combinations shall be read as:

"boo" in boon

"too" in tooth

Apart from the vowels mentioned above there are three more signs that fall under this category.

The first sign is a short zigzag stroke placed above consonant Alif ا to elongate the "a" sound as we would read double "aa" as in Baa. It is called Maddah and written thus:

آ

The second sign is a small stomached circle placed always above a letter. This is called sokoon or the silencing vowel.. When this sign occurs above a letter it is required of a reader to make a brief pause there before proceeding to the next sound of a word composed of a few letters. It is written thus:

تْ   بْ

Now we shall read them as:

"b" in obsolete

"t" in bat

The third singn is called shaddah. It is a three toothed sign placed always above a letter. It is used only where one and the same letter comes twice. In this case the letter is written only once bedecked with shaddah and read twice as per its vowel. It is written as follows:

Now we shall read them as:

Hob-bun Hob-ban Hob-bin

It would be seen that double "ba" in the above combinations shall be read twice as "bb" in 'sub base'

Beside whatever has been said above about the vowels there are two dipthongs also in Arabic. Dipthong sounds occur in Arabic where a letter bearing *fatḥah* precedes Waw and Yaa with Sokoon.

Example:

أَىْ أَوْ

Now these should be read as:

"ow" in owl

"y" in by

Note: When these vowels are placed on the terminal letters of the nouns, they indicate case. For example ḍammah-double or single—indicates that the noun is in the nominative case. Ḍammah at the terminal letter which indicates case is known in Arabic grammar as Raf'a. Similarly *fatḥah* at the terminal letter indicates that the noun is in the accusative case. This *fatḥah* is known as Naṣb. The *kasrah* below the terminal letter of the noun is known as Jarr and the noun is considered to be in the genitive case. For details, please see lessons—12 & 13

Exercises:

1. Read this lesson and the lessons preceding this thoroughly and practice well before proceeding any further.

LESSON — 6   الدرس — ٦

Words And Parts Of Speech

الكلمات و أقسام الكلام

A word is a combination of two or more letters which makes meaning.

Examples:

Hand	يَدٌ	} 1
Boy	وَلَدٌ	
New	جَدِيدٌ	} 2
Old	قَدِيمٌ	
This	هٰذَا	} 3
He	هُوَ	
In, Inside	فِيْ	} 4
With	مَعَ	
Infront of	أَمَامَ	} 5
Behind	وَرَاءَ	
He went	ذَهَبَ	} 6
He goes	يَذْهَبُ	

A word may be a noun as in the case of the first two words;
it may be an adjective as in the case of the second two words;
it may be a pronoun as in the case of the third two words;
it may be a preposition as in the case of the fourth two words;
it may be an adverb as in the case of the fifth two words;
it may be a verb as in the case of the sixth two words.

When these words are arranged in a certain specified order they make meaningful speech.

Broadly speaking we can divide the parts of speech into three groups of

words. They are as follows:

1. Nouns — الاسماء
2. Verbs — الافعال
3. Particles i. e. Prepositions etc. — الحروف

Noun: It is a word which is used for naming a person, place, animal or thing.

Examples:

Person:

son/ boy	وَلَدٌ
daughter/girl	بنتٌ
student	طَالِبٌ
worker	عَامِلٌ

Place:

garden	حَدِيْقَةٌ
airport	مَطَارٌ
house	بَيْتٌ
city	مَدِيْنَةٌ

Animal:

dog	كَلْبٌ
lion	اَسَدٌ
sparrow	عُصْفُوْرٌ
hen	دَجَاجَةٌ

Thing:

building	عِمَارَةٌ
table	طَاوِلَةٌ
book	كِتَابٌ
mountain	جَبَلٌ

Verb: It is a word which is used for meaning an action with involvement of time.

Examples:

(he) went	ذَهَبَ
(she) went	ذَهَبَتْ
(he) goes	يَذْهَبُ
(she) goes	تَذْهَبُ
(you) go	إِذْهَبْ
(you) don't go	لَا تَذْهَبْ

Particle: It is a word (preposition etc.)that is generally helpful in giving useful meaning to combination of words in a sentence.

Examples:

in	فِي
on	عَلَى
that	أَنْ

Note: Unless required otherwise under grammatical rules, all Arabic nouns terminate with double ḍammah.

Exercises:

1. Separate nouns, verbs and particles from the following list:

(they) went	ذَهَبُوْا
elephant	فِيلٌ
behind	وَرَاءَ
aeroplane	طَائِرَةٌ
infront of	أَمَامَ
University	جَامِعَةٌ
(I) went	ذَهَبْتُ
hen	دَجَاجَةٌ
cock	دِيْكٌ
(I) go	أَذْهَبُ

school	مَدْرَسَةٌ
orchard	بُسْتَانٌ
with	مَعَ
teacher	مُدَرِّسٌ
college	كُلِّيَّةٌ
under	تَحْتَ
(we) went	ذَهَبْنَا
(we) go	نَذْهَبُ
airhostess	مُضِيْفَةٌ
worker	عَامِلٌ
(they) go	يَذْهَبُونَ
woman	إِمْرَأَةٌ
man	رَجُلٌ
over (above)	فَوقَ
buffalo	جَامُوسَةٌ
scientist	عَالِمٌ
guard	حَارِسٌ
window	شُبَّاكٌ
glass, tumbler	كُوبٌ
girl	بِنْتٌ
pigeon	حَمَامٌ
pen	قَلَمٌ
shirt	قَمِيصٌ

2. Learn the vocabulary given in this lesson.
3. Write all the words given in this lesson.

LESSON—7 الدرس — ٧

Moon And Sun Letters And The Definite Article
الحروف القمرية والشمسية واداة التعريف

The twenty eight letters of the Arabic Alphabet are divided into two groups. They are:

1. The Moon letters — الحروف القمرية
2. The Sun letters — الحروف الشمسية

The Moon letters are as follows:

ا ب ج ح خ ع غ ف
ق ك م ه و ى

Remaining fourteen letters are known as the Sun letters . They are as follows:

ت ث د ذ ر ز س ش
ص ض ط ظ ل ن

We divide the Arabic alphabet into these two groups for purposes of grammar as detailed below:

All the Arabic nouns which end in nunnation i.e. with a strong "noon" sound because of double *fatḥah* or double *kasrah* or double ḍammah, are categorised as common nouns.

Example:

a boy — وَلَدٌ وَلَداً وَلَدٍ

In this case "a boy" may be anyboy of whom you would be unable to establish the identity. Such common or indefinite nouns will always end in nunnation.

Where we want to specify and define the meaning of any noun we use the definite article which is "the" in English.

The definite article of Arabic Al ال is similarly used to restrict and define

the meaning of an ordinary i.e. a common noun and places it on par with "proper noun". It is translated as "the" in English.

Function and utility of the Arabic definite article:

i) When this Al ال is prefixed to a common noun, it renders it into a definite noun. For example when we prefix Al ال to:

وَلَدٌ وَلَداً وَلَدٍ

it would be written thus:

اَلْوَلَدُ اَلْوَلَدَ اَلْوَلَدِ

ii) The Arabic definite article does not allow double vowel at the terminal letter of the concerned noun. In other words we can say that when it comes to defining a common noun with the definite article they cease to have double vowels. Instead, they retain only single vowel of the respective category.

iii) When we prefix Al ال to a noun beginning with a Moon letter then the laam of the Arabic definite article is clearly pronounced.

Example:

A boy وَلَدٌ

This noun begins with Waw و which is a moon letter Now if we have to prefix to it the Arabic definite article, we would write and read it as follows:

The boy Al wa la do اَلْوَلَدُ

Here you would see that the laam sound of the Arabic definite article is very clearly said and pronounced.

iv) When the Arabic definite article Alال is prefixed to nouns beginning with a Sun letter then the alif of this article is directly linked to the Sun letter and the laam is left unpronounced.

Example:

A man رَجُلٌ

This noun begins with Raa ر which is a Sun letter. Now if we have to prefix to it the Arabic definite article, we would write and read it as follows:

The man Ar Rajolo اَلرَّجُلُ

Here you would see that the laam sound of the Arabic definite article has disappeared and the alif has been directly linked to the initial Sun letter of the noun which is now doubly pronounced.

Exercises:

1. Write down all the Arabic common nouns you have known and then re-write them all with the defnite article as explained in the lesson.
2. Remove the definite article from the following nouns and re-write them all as common nouns with full vowel points.

The office	اَلْمَكْتَبُ	The house	اَلْبَيْتُ
The fan	اَلْمِرْوَحَةُ	The lamp	اَلْمِصْبَاحُ
The bed	اَلسَّرِيْرُ	The car	اَلسَّيَّارَةُ
The teacher	اَلْمُدَرِّسُ	The student	اَلطَّالِبُ
The cow	اَلْبَقَرَةُ	The moon	اَلْقَمَرُ
The sun	اَلشَّمْسُ	The sparrow	اَلْعُصْفُورُ
The river	اَلنَّهْرُ	The dog	اَلْكَلْبُ
The train	اَلْقِطَارُ	The window	اَلشُّبَّاكُ
The ball	اَلْكُرَةُ	The playground	اَلْمَيْدَانُ
The dictionary	اَلْقَامُوسُ	The driver	اَلسَّائِقُ

3. Separate the above nouns as follows:
   i) Names of places
   ii) Names of persons
   iii) Names of things
   iv) Names of animals

LESSON — 8 | الدرس — ٨

Nominal Sentence, Gender And Number
الجملة الاسمية والجنس و الصيغة العددية

The boy is sitting.	اَلْوَلَدُ جَالِسٌ.
The teacher (M) is present.	اَلْمُدَرِّسُ مَوْجُودٌ.
The book is new.	اَلْكِتَابُ جَدِيْدٌ.
The pen is cheap.	اَلْقَلَمُ رَخِيْصٌ.
The sparrow is beautiful.	اَلْعُصْفُورُ جَمِيْلٌ .
The lion is sleeping.	اَلاَسَدُ نَائِمٌ.
The girl is sitting.	اَلْبِنْتُ جَالِسَةٌ.
The lady teacher is present.	اَلْمُدَرِّسَةُ مَوجُودَةٌ.
The notebook is new.	اَلْكُرَّاسَةُ جَدِيْدَةٌ.
The table is durable.	اَلطَّاوِلَةُ مَتِيْنَةٌ.
The lioness is sleeping.	اَللَّبُوَةُ نَائِمَةٌ.
The hen is beautiful.	اَلدَّجَاجَةُ جَمِيْلَةٌ.
The boys are sitting.	اَلاَوْلاَدُ جَالِسُونَ.
The teachers (M) are present.	اَلْمُدَرِّسُونَ مَوجُودُونَ.
The books are new.	اَلْكُتُبُ جَدِيْدَةٌ.
The pens are new.	اَلاَقْلاَمُ جَدِيْدَةٌ.
The sparrows are beautiful.	اَلْعَصَافِيْرُ جَمِيْلَةٌ.
The lions are sleeping.	اَلآسُدُ نَائِمَةٌ.
The girls are sitting.	اَلْبَنَاتُ جَالِسَاتٌ.
The lady teachers are present.	اَلْمُدَرِّسَاتُ مَوْجُوْدَاتٌ.
The notebooks are new.	اَلْكُرَّاسَاتُ جَدِيْدَةٌ.
The tables are durable.	اَلطَّاوِلاَتُ مَتِيْنَةٌ.
The lionesses are sleeping.	اَللَّبُوَاتُ نَائِمَةٌ.
The hens are beautiful.	اَلدَّجَاجَاتُ جَمِيْلَةٌ.

The boy is in the room. — اَلْوَلَدُ فِي الْغُرْفَةِ.
The girl student is in the room. — اَلطَّالِبَةُ فِي الْغُرْفَةِ.
The sparrow is in the cage. — اَلْعُصْفُورُ فِي الْقَفَصِ.
The lioness is in the jungle. — اللَّبُؤَةُ فِي الغَابَةِ.
The boystudents are in the room. — اَلطُّلَّابُ فِي الْغُرْفَةِ.
The sparrows are in the cage. — اَلْعَصَافِيرُ فِي الْقَفَصِ.

Grammar القواعد

There is no auxiliary verb in Arabic.

It is possible in Arabic to make a complete sentence with two nouns. These types of sentences are known as simple nominal sentences. Such sentences are always composed of two parts:

a) The first part is a noun about which some information is given. It is the subject which is knwon as Mubtadaمُبْتَدأ. The subject in Arabic can either be a pronoun or a proper noun or a common noun generally defined with the definite article Al ال.

b) The second component of such a sentence is again a noun (adjectival, verbal etc). This part gives information about the noun of the first part. This is predicate which is known in Arabic as khabar خَبَر.

1. The pen is cheap. — ١. اَلْقَلَمُ رَخِيصٌ.
2. The table is new. — ٢. اَلطَّاوِلَةُ جَدِيدَةٌ
3. The boy is sitting. — ٣. الوَلَدُ جالِسٌ
4. The girl is sitting. — ٤. اَلبِنْتُ جَالِسَةٌ
5. The pens are cheap. — ٥. اَلاَقلامُ رَخِيصَةٌ
6. The tables are new. — ٦. اَلطَاوِلَاتُ جَدِيْدَةٌ
7. The boys are sitting. — ٧. اَلاَولادُ جَالِسونَ
8. The girls are sitting. — ٨. البَناتُ جالساتٌ

While making these types of sentences, following things should be borne in mind:

i) if the subject is singular masculine then the predicate also will be singular masculine (see sentences 1 &3).

ii) if the subject is singular feminine then the predicate also will be singular feminine (see sentences 2 & 4).

iii) if the subject is plural masculine then the predicate will also be plural masculine (see sentence 7).

iv) if the subject is plural feminine then the predicate also will be plural feminine (see sentence 8).

v) if the subject is nonpersonal plural i.e. non-humanbeing then the predicate will be singular feminine irrespective of its gender (see sentences 5 & 6).

In other words we can say that the predicate will be in complete agreement with the subject—in number and gender. However, nonpersonal plural subject will take singular feminine predicate.

vi) in simple nominal setences, both the subject and the predicate will be in the nominative case i.e. the terminal letters of the two nouns will have ḍammah (or its substitute) like ون in جَالِسُونَ etc.

We should also know here that a preposition followed by a noun can also make predicate. However, in such cases the terminal letter of the noun occuring after the preposition will have kasrah. For example فِى is a preposition meaning: in or inside:. Now we want to say that: The dog is in the house. We would say this in Arabic as follows:

اَلْكَلْبُ فِى الْبَيْتِ

You can see for yourself in the sentence above that the noun الْبَيْتِ has *kasrah* below the Taa ت which is the terminal letter in this case.

Genders:

Before proceeding any further I would like to explain one more thing. It is about the gender of the nouns. There are only two genders in Arabic as follows:

i) Masculine gender
ii) Feminine gender

There is no neutral gender in Arabic. A noun has to be necessarily either a masculine gender noun or a feminine gender noun.

All nouns in Arabic may be considered as masculine gender nouns unless

they specifically mean a feminine/female e.g. أمّ i. e. mother and بنت i. e. girl.

There are a few exceptions to this rule.

All such nouns which terminate with a round Taa ة, they are necessarily treated as the feminine gender nouns (with a few exceptions) . For example:

Chair	كراسة
Table	طاولة
Girl student	طالبة

Number:

Arabic has three numbers i.e. (1) Singular or mofrad مفرَد, (2) dual or Mothannaa مثنّى, and (3) plural or Jam'a جمع. Henceforth in the lessons of this book we propose to mention plural & singular together as far as possible. Details regarding formation of plural & dual shall be discussed in lesson no. 18.

Exercises:

1) Read and write the sentences given in this lesson.
2) Read and write the following words:

sitting	جَالِسٌ (جَالِسُونَ .p)	big	كَبِيْرٌ(كِبَارٌ .p)
absent	غَائِبٌ (غَائِبُونَ .p)	small	صَغِيْرٌ (صِغَارٌ .p)
open	مَفْتُوْحٌ	studious	مُجْتَهِدٌ (مُجْتَهِدُونَ .p)
writer	كَاتِبٌ (كَاتِبُونَ .p)	bag	حَقِيْبَةٌ (حَقَائِبُ .p)
clerk	كَاتِبٌ (كَتَبَةٌ .p)	fan	مِرْوَحَةٌ (مَرَاوِحُ .p)
busy	مَشْغُولٌ(مَشْغُولُونَ P)	lamp	مِصْبَاحٌ (مَصَابِيْحُ .p)
motor-car	سَيَّارَةٌ (سَيَّارَاتٌ .p)	officer	مُوَظَّفٌ (مُوَظَّفُونَ .p)
servant	خَادِمٌ (خَدَمٌ .p)	newspaper	جَرِيْدَةٌ (جَرَائِدُ .p)
aeroplane	طَائِرَةٌ(طَائِرَاتٌ .p)		

3) Make sentences from the following pairs as explained in the lesson:

lady teachers	١. مُدَرِّسَاتٌ (PF)
present	مَوْجُوْدَاتٌ
airhostesses/waiteresses	٢. مُضِيْفَاتٌ (PF)

standing	وَاقِفَاتٌ
students	٣. طُلَّابٌ (PM)
present	مَوْجُودُونَ
officers; employees	٤. مُوَظَّفُونَ (PM)
absent	غَائِبُونَ
motorcars	٥. سَيَّارَاتٌ (Pl. nonpersonal)
new	جَدِيْدَةٌ
elephants	٦. اَفْيَالٌ (Pl. nonpersonal)
big; huge	كَبِيْرَةٌ
cat	٧. قِطَّةٌ (SF)
beautiful	جَمِيْلَةٌ
city	٨. مَدِيْنَةٌ (SF)
old	قَدِيْمَةٌ
pens	٩. اَقْلَامٌ (Pl. nonpersonal)
expensive	ثَمِيْنَةٌ
watchman	١٠. حَارِسٌ (SM)
active	نَشِيْطٌ

4) Translate into English:

اَلْأُسْتَاذُ مَوْجُوْدٌ . اَلْأُسْتَاذُ مَوجُوْدٌ فِي الْفَصْلِ. اَلْأُسْتَاذُ وَاقِفٌ. اَلْأُسْتَاذُ وَاقِفٌ اَمَامَ السَّبُّوْرَةِ. اَلْكِتَابُ فِيْ يَدِ الْأُسْتَاذِ. اَلْكِتَابُ مَفْتُوحٌ. اَلْأُسْتَاذُ كَاتِبٌ عَلَى السَّبُّورَةِ بِالطَّبَاشِيْرِ. اَلطُّلَّابُ جَالِسُوْنَ عَلَى الْكَرَاسِيِّ. اَلطُّلَّابُ كَاتِبُوْنَ فِي الْكُرَّاسَاتِ. اَلطَّالِبَاتُ جَالِسَاتٌ عَلَى الْكَرَاسِيِّ. اَلطَّالِبَاتُ كَاتِبَاتٌ فِي الْكُرَّاسَاتِ. اَلْغُرْفَةُ وَاسِعَةٌ وَ نَظِيْفَةٌ.

Translate into Arabic:

(A) The College is big. The College is in the city. The College has many rooms. The rooms are big. The College has a library. The library is big. There are many books in the library.

(B) The school is small. The school is in the village. The school has many rooms. The rooms are small. The school has a library. The library is

small. There are books in the library. The school has a playground. The playground is big. The school has a room for teachers. The room is big & beautiful.

Glossary:	الكلمات العسيرة
College (P. كُلِّيَّاتٌ) (SF) كُلِّيَّةٌ	Teacher, professor (P. أَسَاتِذَةٌ) أُسْتَاذٌ
City (p. مُدُنٌ) (SF) مَدِينَةٌ	Class, classroom (P فُصُولٌ) (SM) فَصْلٌ
For (have/has) (Prep.) لِ	Standing (P. وَاقِفُونَ) (SM) وَاقِفٌ
Room (P. غُرَفٌ) (SF) غُرْفَةٌ	Infront of, facing (Adv. of place) أَمَامَ
A number/ many عَدَدٌ	Black-board (P. سَبُّورَاتٌ) (SF) سَبُّورَةٌ
A number of/many عَدَدٌ مِنْ	Book (P. كُتُبٌ) (SM) كِتَابٌ
Library (P. مَكْتَبَاتٌ) (SF) مَكْتَبَةٌ	Hand (P. أَيْدٍ) (SF) يَدٌ
School (P. مَدَارِسُ) (SF) مَدْرَسَةٌ	Writing/writer (P. كَاتِبُونَ) (SM) كَاتِبٌ
The school has لِلْمَدْرَسَةِ	Big, spacious (Adj. SM) وَاسِعٌ
Small (Adj. SM) صَغِيرٌ	Clean (Adj. SM) نَظِيفٌ
Big (Adj. SM) كَبِيرٌ	Village (P. قُرًى) (SM) قَرْيَةٌ
Beautiful (Adj. SM) جَمِيلٌ	Ground, playground (P مَيَادِيْن) (SM) مَيْدَانٌ

LESSON — 9 الدرس — ٩

The Pronouns الضمائر

(A) The Nominative pronouns الضمائر المنفصلة

He is a boy.	هُوَ وَلَدٌ.
He is a man.	هُوَ رَجُلٌ.
They are boys.	هُمْ أَوْلَادٌ.
They are men.	هُمْ رِجَالٌ.
She is a cook.	هِيَ طَبَّاخَةٌ.
She is a student .	هِيَ طالبةٌ.
They are (lady) cooks.	هُنَّ طَبَّاخَاتٌ.
They are (girl) students.	هُنَّ طَالِبَاتٌ.
You are (boy) student.	أَنْتَ طَالِبٌ.
You are a (man)grocer.	أَنْتَ بَقَّالٌ.
You are a (boy) students.	أَنْتُم طُلَّابٌ.
You are (men) grocers.	أَنْتُم بَقَّالُونَ.
You are a girl.	أنتِ بِنْتٌ.
You are a (lady) worker.	أنتِ عَامِلَةٌ .
You are girls.	أَنْتُنَّ بَنَاتٌ.
You are (lady) workers.	أَنْتُنَّ عاملاتٌ.
I am a teacher.	أَنَا مُدَرِّسٌ.
I am a (lady) teacher.	أَنَا مُدَرِّسَةٌ .
We are (boy) students.	نَحْنُ طُلَّابٌ.
We are (girl) students.	نَحْنُ طالِبَاتٌ.

Personal noun or pronoun is a word that replaces a proper noun i.e. a name or a noun. There are two kinds of these personal nouns:

a) Nominative pronouns الضمائر المنفصلة

b) Accusative and possessive pronouns الضمائر المتصلة

Nominative pronouns:

i) Third person صيغة الغائب

He	هُوَ
She	هِيَ
They (PM)	هُمْ
They (PF)	هُنَّ

ii) Second Person صيغة الحاضر

You (SM)	أَنْتَ
You (SF)	أَنْتِ
You (PM)	أَنْتُمْ
You (PF)	أَنْتُنَّ

iii) First Person صيغة المتكلم

I (SM & F)	أَنَا
We (PM & F)	نَحْنُ

All nominative pronouns can be used as first part of simple nominal sentences as has been shown in this lesson.

They are always written separately. That is precisely the reason that they are called الضمائر المنفصلة or separately written pronouns.

Exercises:

1) Separate all the nominative pronouns i.e. personal nouns (of the nominative case) from the sentences given below and use them in phrases/ sentences of your own:

هُوَ رَجُلٌ۔
هُوَ سَائِقٌ۔
هُمْ رِجَالٌ۔
هُمْ سَائِقُونَ۔
هِيَ بِنْتٌ۔

هَلْ أَنْتَ سَائِقٌ؟
نَعَمْ، أَنَا سَائِقٌ۔
لاَ، أَنَا أُسْتَاذٌ۔
هَلْ أَنْتُمْ ذَاهِبُوْنَ؟
نَعَمْ، نَحْنُ ذَاهِبُوْنَ إِلىٰ الْجَامِعَةِ۔

هِيَ طَالِبَةٌ۔	لَا، نَحْنُ قَادِمُوْنَ مِنَ الْمَكْتَبَةِ۔
هُنَّ بَنَاتٌ۔	مَنْ أنتِ؟
هُنَّ طالباتٌ۔	أنا خادمةٌ۔
أيْنَ أنْتَ ذَاهِبٌ۔	مَنْ أنْتُنَّ؟
أنَا ذَاهِبٌ الٰى الْجَامِعَةِ۔	نَحْنُ طَالِبَاتٌ۔
مَا هٰذَا؟	هٰذَا كِتَابِي۔
مَا ذَا فِيْ يَدِكَ؟	هٰذَا قَلَمٌ فِيْ يَدِيْ۔

2) Use suitable pronoun with each of the following nouns to make meaningful sentences:

الف:	أَبٌ	أُمٌّ	مَدْرَسَةٌ	كَاتِبٌ	مُدَرِّسٌ
	طَالِبَةٌ	مُهَنْدِسٌ	مُوَظَّفٌ	بَقَّالٌ	رَئِيْسٌ
	عَالِمٌ	خَادِمَةٌ	طَبَّاخٌ	خَادِمٌ	
ب:	آبَاءُ	أُمَّهَاتٌ	مُدَرِّسَاتٌ	كَتَبَةٌ	مُدَرِّسُوْنَ
	طَالِبَاتٌ	مُهَنْدِسُوْنَ	مُوَظَّفُونَ	بَقَّالُونَ	رُؤُوسَاءُ
	عُلَمَاءُ	خَادِمَاتٌ	طَبَّاخُونَ	خَدَمٌ	

(3) Translate into Arabic:

He is a teacher. He is a teacher in a school. She is a teacher. She is a teacher in a school. They are students. Are you also in the school? No, I am in the post office. Is he a worker in the school. Yes, he is a worker in this school. Are you also in this school. No, we are in an office.

LESSON — 10   الدرس — ١٠

The Pronouns   الضمائر

(B) The Possessive Pronouns or The Accusative/Genitive
الضمائر المتصلة

The boy's book is on the table.	كِتَابُ الْوَلَدِ عَلَى الطَّاوِلَةِ.
His book is new.	كِتَابُهُ جَدِيْدٌ.
His book is open.	كِتَابُهُ مَفْتُوحٌ .
He is a professor.	هُوَ أُسْتَاذٌ.
In his hand is a lighter.	فِيْ يَدِهِ وَلَّاعَةٌ.
(He has a lighter in his hand)	
His lighter is expensive.	وَلَّاعَتُهُ غَالِيَةٌ.
This is the girl's notebook.	هٰذِهِ كُرَّاسَةُ الْبِنْتِ.
Her notebook is on the table.	كُرَّاسَتُهَا عَلَى الطَّاوِلَةِ.
Their (men) books are on the table.	كُتُبُهُمْ عَلَى الطَّاوِلَةِ.
Their (women) notebooks are in the bags.	كُرَّاسَاتُهُنَّ فِي الْحَقَائِبِ.
Where is your (SM) bag?	أَيْنَ حَقِيْبَتُكَ؟
Are your (PM) bags in the room?	هَلْ حَقَائِبُكُمْ فِيْ الْغُرْفَةِ؟
Your (SF) pen is in my (SMF) hand.	قَلَمُكِ فِيْ يَدِي .
Are your (PF) pens in the bags.	هَلْ أَقْلَامُكُنَّ فِي الْحَقَائِبِ؟
My (SMF) car is infront of the office.	سَيَّارَتِيْ أَمَامَ الْمَكْتَبِ.
Our (PMF) friend is coming.	صَدِيْقُنَا قَادِمٌ.

Accusative/ genitive or possesive pronouns:
These pronouns are as follows:

i) Third person صيغة الغائب

Her, hers	هَا	His, of his	هُ
Their, Theirs (PF)	هُنَّ	Their, Theirs (PM)	هُمْ

ii) Second person صيغة الحاضر

Your, Yours (SF)	كِ	Your, Yours (SM)	كَ
Your, Yours (PF)	كُنَّ	Your, Yours (PM)	كُمْ

iii) First person صيغة المتكلم

Our, ours (PM&F)	نَا	My, mine (SM&F)	ىَ

The foregoing set of pronouns can be used to show possessor or they may be used after a preposition. They are also used as objects of the verbs.

They all have their fixed forms/sounds. Only هُمْ / هُ and هُنَّ are read as هِمْ / هِ and هِنَّ wherever they are preceded by a *kasrah* or ى Yaa. Pronoun ى of first person singular meaning 'my/ mine' is ordinarily read as elongative ى with *kasrah* preceding it.

It may also be underlined here that these pronouns are joined to their preceding words/ letters wherever possible and hence comes the name الضمائر المتصلة.

Exercises:

1) Separate all the accusative/ genitive or possessive pronouns from the sentences given below and use them in phrases/ sentences of your own:

(a) كِتَابُهُ   قَلَمُهُ   كِتَابُهَا   كِتَابُهُنَّ   كِتَابُكَ

كِتَابُكُمْ   كِتَابُكِ   كِتَابُكُنَّ   كِتَابِىْ   كِتَابُنَا

(b)

هٰذَا كِتَابُهُ. مَا هٰذَا فِىْ يَدِكَ؟	هٰذِهِ مَجَلَّتِى فِى يَدِىْ.
مَاذٰلِكَ؟	ذٰلِكَ قَلَمُكَ .
مَا ذٰلِكَ فِىْ جَيْبِكَ؟	ذٰلِكَ مِنْدِيْلٌ فِى جَيْبِى .
مَنْ فِىْ غُرْفَتِهِ؟	فِىْ غُرْفَتِهِ صَدِيْقُهُ
مَاذَا فِىْ يَدِهَا؟	فِىْ يَدِهَا مَجَلَّتُهَا.
هَلْ أَخُوْهُ غَائِبٌ؟	لَا، أَخُوْهُ حَاضِرٌ.

2) Use the following pronouns in sentences/ pharases:

هُ   هَا   هُمْ   هُنَّ   كَ

كِ   كُمْ   كُنَّ   ىَ   نَا

(3) Translate into Arabic:

He is Sameer. He has a family. His family is small. She is Rani. She is his wife. He is Nafe. He is his son. She is sameera. She is his daughter. Their house is big & beautiful. Who are you? I am Shyam. I am their cook. Who is she? She is Romila. She is their maidservant. Where is your house? My house is in R.K. Puram. We are Shuji, Sana & Sunaina. Our house is in Munirka.

Glossary	الكلمات العسيرة
Boy	وَلَدٌ (أولادٌ PM)
Ban	رَجُلٌ(رِجَالٌ PM)
Cook	طَبَّاخٌ (طَبَّاخُونَ PM)
Lady cook	طَبَّاخَةٌ (طَبَّاخَاتٌ PF)
Boy student	طَالِبٌ (طُلَّابٌ PM)
Girl student	طَالِبَةٌ (طَالِبَاتٌ PF)
Grocer	بَقَّالٌ (بَقَّالُونَ PM)
Daughter/girl	بِنْتٌ (بَنَاتٌ PF)
Lady worker	عَامِلَةٌ (عَامِلَاتٌ PF)
Teacher	مُدَرِّسٌ (مُدَرِّسُونَ PM)
Lady teacher	مُدَرِّسَةٌ (مُدَرِّسَاتٌ PF)
Persent	حَاضِرٌ(حَاضِرُونَ PM)
Absent	غَائِبٌ (غَائِبُونَ PM)
Driver	سَائِقٌ (سَائِقُونَ PM)
It is an interrogative pronoun	هَلْ:

When used to open a sentence it suitably modifies the sentence into interrogative.

University — جَامِعَةٌ (SF) (جَامِعَاتٌ Pl. nonpersonal)

Going, goer — ذَاهِبٌ (ذَاهِبُونَ PM)

Coming, comer — قَادِمٌ (قَادِمُونَ PM)

Maidservant — خَادِمَةٌ (خَادِمَاتٌ PF)

Door — بَابٌ (SM) (أَبْوَابٌ Pl. nonpersonal)

Office — مَكْتَبٌ (SM) (مَكَاتِبُ Pl. nonpersonal)

Notebook — كُرَّاسَةٌ (SF) (كُرَّاسَاتٌ Pl. nonpersonal)

Book — كِتَابٌ (SM) (كُتُبٌ Pl. nonpersonal)

Chair — كُرْسِيٌّ (SM) (كَرَاسِيُّ Pl. nonpersonal)

Table — طَاوِلَةٌ (SF) (طَاوِلَاتٌ Pl. nonpersonal)

Engineer — مُهَنْدِسٌ (مُهَنْدِسُونَ PM)

Official/officer — مُوَظَّفٌ (مُوَظَّفُونَ PM)

Place of worship — مَعْبَدٌ (مَعَابِدُ Pl. nonpersonal)

President/chief/ head — رَئِيسٌ (رُؤَسَاءُ PM)

Lecture — مُحَاضَرَةٌ (SF) (مُحَاضَرَاتٌ Pl. nonpersonal)

College — كُلِّيَّةٌ (SF)(كُلِّيَّاتٌ Pl. nonpersonal)

Pen — قَلَمٌ(SM) (أَقْلَامٌ Pl. nonpersonal)

Lesson — دَرْسٌ(SM) (دُرُوسٌ Pl. nonpersonal)

Lighter — وَلَّاعَةٌ (SF) (وَلَّاعَاتٌ Pl. nonpersonal)

On — عَلَى(Prep.)

New — جَدِيدٌ(Adj.)

Open — مَفْتُوح (VN/Adj.)

Dear/ expensive — غَالِيَةٌ (Adj./SF)

Bag — حَقِيبَةٌ (SF) (حَقَائِبُ Pl. nonpersonal)

Room — غُرْفَةٌ (SF) (غُرَفٌ Pl. nonpersonal)

Car — سَيَّارَةٌ (SF) (سَيَّارَاتٌ Pl. nonpersonal)

Infront of — أمامَ (Adv. used as preposition.)

Friend — صَدِيقٌ (أصْدِقَاءُ PM)

Magazine — مَجَلَّةٌ (SF) (مَجَلَّاتٌ Pl. nonpersonal)

That — ذٰلِكَ (SM)

This — هٰذَا (SM)

Pocket — جَيْبٌ (SM) (جُيُوبٌ Pl. nonpersonal)

Hand-kerchief — مِنْدِيلٌ (SM) (مَنَادِيلُ Pl. nonpersonal)

Brother — أَخٌ (SM) (إخوانٌ .P)

(Boy's name) Sameer — سَمِير

Family — أُسْرَةٌ (SF) (أُسَرٌ Pl. nonpersonal)

He has a family — لَهُ أُسْرَةٌ

Rani (girl's name) — رَانِى

Small — صَغِيرٌ (Adj. SM)

Big — كَبِيرٌ (Adj. SM)

Beautiful — جَمِيلٌ (Adj. SM)

Romila (girl's name) — رُوميلا

(Girl's name) Sameera — سَمِيرة

House — بَيْتٌ (SM) (بُيُوتٌ Pl. nonpersonal)

Nafe (boy's name) — نَافِع

(Girl's name) Sunaina — سُنَيْنَا

Munirka (name of a locality) — مُنِيرْكَا

Son — إبْنٌ (SM) (أبْنَاءُ .P)

LESSON — 11   الدرس — ١١

Demonstrative And Interrogative Pronouns
اسماء الاشارة و حروف الاستفهام

1. This is a boy.	١ . هَذَا وَلَدٌ.
2. This is a lion .	٢ . هَذَا اَسَدٌ.
3. This is a book.	٣ . هَذَا كِتَابٌ.
4. This is a girl.	٤ . هَذِهِ بِنْتٌ.
5. This is a lioness.	٥ . هَذِهِ لَبُوَةٌ.
6. This is a notebook.	٦ . هَذِهِ كُرَّاسَةٌ.
7. These are boys.	٧ . هَؤُلَاءِ اَوْلَادٌ.
8. These are girls.	٨ . هَؤُلَاءِ بَنَاتٌ.
9. These are books.	٩ . هَذِهِ كُتُبٌ.
10. These are lions.	١٠ هَذِهِ اُسُدٌ.
11. These are lionesses.	١١ . هَذِهِ لَبُوَاتٌ.
12. These are notebooks.	١٢ . هَذِهِ كُرَّاسَاتٌ.
13. That is an officer.	١٣ . ذَلِكَ مُوَظَّفٌ.
14. That is a chair.	١٤ . ذَلِكَ كُرْسِيٌّ.
15. That is a dog.	١٥ . ذَلِكَ كَلْبٌ.
16. That is a ladyteacher.	١٦ . تِلْكَ مُدَرِّسَةٌ.
17. That is a table.	١٧ . تِلْكَ طَاوِلَةٌ.
18. That is a bitch.	١٨ . تِلْكَ كَلْبَةٌ.
19. Those are officers.	١٩ . أُوْلَئِكَ مُوَظَّفُونَ.
20. Those are ladyteachers.	٢٠ . أُوْلَئِكَ مُدَرِّسَاتٌ.
21. Those are chairs .	٢١ . تِلْكَ كَرَاسِيٌّ
22. Those are tables.	٢٢ . تِلْكَ طَاوِلَاتٌ .
23. Those are dogs .	٢٣ . تِلْكَ كِلَابٌ .
24. Those are bitches.	٢٤ . تِلْكَ كَلْبَاتٌ .

25. This pen is new.	٢٥. هَذَا الْقَلَمُ جَدِيْدٌ.
26. This man is an engineer.	٢٦. هَذَا الرَّجُلُ مُهَنْدِسٌ.
27. This girl is a student.	٢٧. هَذِهِ الْبِنْتُ طَالِبَةٌ.
28. These pens are new.	٢٨. هَذِهِ الأَقْلَامُ جَدِيْدَةٌ.
29. These men are engineers.	٢٩. هَؤُلَاءِ الرِّجَالُ مُهَنْدِسُوْنَ.
30. These girls are students.	٣٠. هَؤُلَاءِ الْبَنَاتُ طَالِبَاتٌ.
31. That pen is old.	٣١. ذَلِكَ الْقَلَمُ قَدِيْمٌ.
32. That man is hardworking.	٣٢. ذَلِكَ الرَّجُلُ مُجْتَهِدٌ.
33. Those books are old.	٣٣. تِلْكَ الْكُتُبُ قَدِيْمَةٌ
34. Those women are hardworking.	٣٤. أُولَئِكَ النِّسَاءُ مُجْتَهِدَاتٌ.
35. Those men are engineers.	٣٥. أُوْلَئِكَ الرِّجَالُ مُهَنْدِسُوْنَ.

Grammar:

Like any other language, Arabic also has a number of demonstrative pronouns to point to near and distant objects. They are used as follows:

a) Demonstrative pronouns for *near objects:*

This (SM) هذا

It is used with all masculine nouns of singular order.

Example:

This is a man.	هَذَا رَجُلٌ.
This is a pen.	هَذَا قَلَمٌ.
This is an elephant.	هَذَا فِيْلٌ.

This (SF) هَذِهِ

It is used with all feminine singular objects.

Example:

This is a girl.	هَذِهِ بِنْتٌ.
This is a car.	هَذِهِ سَيَّارَةٌ.
This is a cat.	هَذِهِ قِطَّةٌ.

These (PM & F) هَؤُلَاءِ

t is used with the plurals of all feminine and masculine nouns that indicate ›ersonal nouns i.e. humanbeings.

Example:

These are men. هَؤُلَاءِ رِجَالٌ.

These are women. هَؤُلَاءِ نِسَاءٌ.

With the nonpersonal plurals (anything other than humanbeings), the singular feminine demonstrative pronoun is used i.e. هٰذِهِ.

Example:

These are pens. هٰذِهِ اَقْلَامٌ.

These are elephants. هٰذِهِ اَفْيَالٌ .

These are motorcars. هٰذِهِ سَيَّارَاتٌ.

These are cats هٰذِهِ قِطَطٌ .

›) Demonstrative pronouns for distant objects:

That (SM) ذٰلِكَ

is used with all singular masculine objects.

Example:

That is a man. ذٰلِكَ رَجُلٌ .

That is a pen. ذٰلِكَ قَلَمٌ .

That is an elephant. ذٰلِكَ فِيْلٌ .

That (SF) تِلْكَ

is used with all singular feminine objects.

Example:

That is a woman. تِلْكَ اِمْرَاَةٌ .

That is a motorcar. تِلْكَ سَيَّارَةٌ .

That is a cat. تِلْكَ قِطَّةٌ .

Those (PM & F) اُوْلٰئِكَ

is used with the plurals of such feminine and masculine nouns which ndicate only humanbeings.

Example:

Those are men أُولَئِكَ رِجَالٌ .

Those are women أُولَئِكَ نِسَاءٌ .

And with the plurals of feminine and masculine nonpersonal nouns, the singular feminine demonstrative pronoun is used.

Example:

Those are pens. تِلْكَ اَقْلَامٌ .

Those are motorcars. تِلْكَ سَيَّارَاتٌ .

Those are elephants . تِلْكَ اَفْيَالٌ .

Those are cats. تِلْكَ قِطَطٌ .

Interrogative pronouns:

مَا، مَنْ ، هَلْ، أ

Maa i.e ما is placed before a pronoun to ask a question, e. g. مَا هَذَا

What is this? مَا هَذَا؟

What is that? مَا ذَلِكَ؟

It may be noted that ما is used only for nonpersonal objects, whereas مَنْ is used to introduce a question for personal nouns e.g.؟.مَنْ هَذَا الْوَلَدُ, who is this boy?, and مَنْ هُوَ i.e. who is he?, and مَنْ هِيَ i.e. who is she?

هَلْ & أ i.e Hal & Hamza for interrogation have no meanings of their own. When they (anyone of them at one time) are placed before a sentence, they can give varied meanings like Is, are & am in question mood or do, does etc. in the beginning of the sentences in question mood, e.g.

Is he a boy? هَلْ هُوَ وَلَدٌ؟

Are these boys? هَلْ هَؤُلَاءِ أَوْلَادٌ؟

Hamza can replace هل fully and the meaning of the sentence remains the same as when هَلْ is used e.g.

Is he a boy? أ هُوَ وَلَدٌ

Are these boys? أ هَؤُ لَاءِ أَوْلَادٌ

However it should he noted carefully that beside this use as above, Hamza is

used for introducing negative interrogative sentences, e.g.

Is he not a boy? أما هُو ولدٌ؟

It is also used for introducing such interrogative questions where answer has to be fixed, e.g.

Is he a teacher or a worker? أهُوَ مُدَرِّسٌ أم عَامِلٌ؟

In sum, هَلْ & أ can be used to replace each other in interrogative sentences where answers can be yes or no, while only Hamza أ can be used in negative interrogative and interrogative where answer has to be fixed and specified, and where in answer yes or no can not suffice.

Exercises:

1) Read every sentence of this lesson very carefully and write it for as many times as you can

2) Use all the nouns given below with appropriate demonstrative pronouns of near and distant objects:

Indian	(SM) هِنْدِيٌّ	Student	(SM)طَالِبٌ
Cock	(SM) دِيْكٌ	Orchard	(SM)بُسْتَانٌ
Garden	(SF) حَدِيقَةٌ	Bed	(SM) سَرِيْرٌ
Indian	(SF) هِنْدِيَّةٌ	Girl-Student	(SF) طَالِبَةٌ
Newspaper	(SF) جَرِيْدَةٌ	Hen	(SF) دَجَاجَةٌ
Students	(PM) طُلاَّبٌ	Magazine	(SF) مَجَلَّةٌ
Orchards	(NPP) *بَسَاتِيْنُ	Indians	(PM) هُنُوْدٌ
Beds	(NPP) سُرُرٌ	Cocks	(NPP) دُيُوكٌ
Girl-students	(PF)طَالِبَاتٌ	Gardens	(NPP) * حَدَائِقُ
Newspapers	* (NPP) جَرَائِدُ	Indians	(PF) هِنْدِيَّاتٌ
		Magazines	(NPP) مَجَلَّاتٌ

3. Use interrogative pronouns appropriatiely in some of your sentences.

---

* Diptote i.e. the terminal letter can not allow nunnation.

4. Translate into Arabic:

This is a watch and that is a church.
This is a temple and that is a mosque.
This is a notebook and that is a book.
This is a house & that is a hut.
This is a radio & that is a television.

5. Translate into English:

أَ هَذَا كَلْبٌ أَمْ أَسَدٌ؟ هَذِهِ قِطَّةٌ وَ تِلْكَ عُصْفُورَةٌ . مَنْ هَؤُلَاءِ الأَوْلَادُ؟ هَؤُلَاءِ الأَوْلَادُ طُلَّابٌ فِي الْمَدْرَسَةِ. مَنْ هَذَا؟ هَذَا رَسَّامٌ وَذَلِكَ مِرْسَمٌ. أَ تِلْكَ بِنْتٌ؟ أَمَا هِيَ مَدْرَسَةٌ؟ بَلَى، هِيَ مَدْرَسَةٌ. أَمَا هُوَ طَالِبٌ؟ بَلَى، هُوَ مُدَرِّسٌ.

Note:

Yes بَلى

When the answer is affirmative to an interrogative negative.

Yes نَعَمْ

This would also mean 'no' when the answer is negative to a negative interrogative as above, otherwise it is yes.

No لَا

Glossary		الكلمات العسيرة
Hour/ watch	ساعَاتٌ (P)	سَاعَةٌ (SF)
Church	كَنَائِسُ (P)	كَنِيسَةٌ (SF)
Place of worship	مَعَابِدُ (P)	مَعْبَدٌ (SM)
Copybook, notebook	كُرَّاسَاتٌ (P)	كُرَّاسَةٌ(SF)
Book	كُتُبٌ(P)	كِتَابٌ(SM)
House	بُيُوتٌ(P)	بَيْتٌ (SM)
Hut	أكْوَاخٌ (P)	كُوخٌ (SM)
Radio	مَذَايِيعُ (P)	مِذْيَاعٌ(SM)
Television	تِلِفِزْيُونَات (P)	تِلِفِزْيُون (SM)
Dog	كِلَابٌ (P)	كَلْبٌ (SM)
Bitch	كَلْبَات(P)	كَلْبَةٌ(SF)

Lion	أُسُودٌ (P) أُسْدٌ	أَسَدٌ (SM)
Cat	قِطَاطٌ (P)	قِطَّةٌ (SF)
Tomcat	قِطَط (P)	قِطٌّ (SM)
Sparrow	عَصَافِيرُ (P)	عُصْفُورَةٌ (SF)
Who	(interrogative—all persons & all numbers)	مَنْ
Boy	أَوْلَادٌ (P)	وَلَدٌ (SM)
Boy student	طُلَّابٌ (P)	طَالِبٌ (SM)
In		فِي (Prep)
School	مَدَارِسُ (P)	مَدْرَسَةٌ (SF)

What (interrogative—all nonpersonal nouns and all numbers) مَا

At places مَا is also used in the meaning of لَا i.e. no

Studio	مِرْسَمٌ (SM) مَرَاسِمُ (P)
Painter	رَسَّامٌ (SM) رَسَّامُونَ (P)
Girl	بِنْتٌ (SF) بَنَاتٌ (P)
Yes	نَعَمْ
No	لَا

أ It is an interrogative pronoun used as هَل

It also has some additional uses as explained in the lesson.

LESSON — 12

الدرس — ١٢

Proper Noun

اسم العلم

This is Shanker.	هَذَا شَنْكَر.
Shanker is a student in a school	شَنْكَر طَالِبٌ فِي مَدْرَسَةٍ
in Delhi.	فِي دِلْهِي.
Shanker has many friends	لِشَنْكَر اَصْدِقَاءُ كَثِيْرُونَ
in his school.	فِي مَدْرَسَتِهِ.
These are Nabeel, Mohammad	هَؤُلَاءِ نَبِيْل وَ مُحَمَّد
and Joseph.	وَجوْزَف.
They are Shanker's friend.	هُمْ اَصْدِقَاءُ شَنْكَر.
Zainab also is a student	زَيْنَب اَيْضًا طَالِبَةٌ
in this school.	فِي هَذِهِ الْمَدْرَسَةِ.
These are Lali, Rani and Mamta.	هَؤُلَاءِ لَالِي وَ رَانِي وَ مَامْتَا.
They are Zainab's friends.	هُنَّ صَدِيْقَاتُ زَيْنَب.
Zainab has a good friend	لِزَيْنَب صَدِيْقَةٌ حَمِيْمَةٌ
in the city of Calcutta.	فِيْ مَدِيْنَةِ كَالْكُوتَا.

Grammar:

Proper noun is that specific name by which a certain person or place etc., is reffered to.

Example:

Nabeel	نَبِيْل	Mohammad	مُحَمَّد
Joseph	جَوزَف	Shanker	شَنْكَر
Delhi	دِلْهِي	Zainab (W)	زَيْنَب

Lali (W)	لَالِي	Calcutta	كَالْكُوتَا
Mamta (W)	مَامْتَا	Rani (W)	رَانِي

It is relevant to tell here that: (i) All non-Arabic names irrespective of their gender, are treated in Arabic as diptotes i.e. they take only one ḍammah in the nominative case and one *fatḥah* in the remaining two cases.* However, for our convenience we can read, write and pronounce them as in the original languages without giving vowel marks to the last letter ii) All masculine Arabic names except those on the patterns of احمد and عمران are triptotes i.e they admit all the three cases as a normal noun.

Example:

Nominative case مُحَمَّدٌ Accusative case مُحَمَّدًا Genitive case مُحَمَّدٍ .

iii) Masculine names on the patterns of احمد and عمران, are diptotes.

Examples:

Nominative case	اَحْمَدُ
Accusative case	اَحْمَدَ
Gentitive case	اَحْمَدَ

iv) All feminine Arabic names are diptotes except هند.

Example:

Nominative case	زَيْنَبُ
Accusative case	زَيْنَبَ
Genitive case	زَيْنَبَ

---

* There are three cases in Arabic. They are: (1) Nominative case, (2) Accusative case and (3) Genitive case. Details follow in lessons 13 & 14.

However, those names which are bedecked with the definite article ال , they are generally treated as triptotes.

Cairo	اَلْقَاهِرَةُ
Medina	اَلْمَدِيْنَةُ

vi) We do not prefix ال to the names of persons. However, some Arabic names do have Al ال as their integral part.

vii) Some names of places have Al ال and some others do not have. This has to be acquired slowly.

The name هند in Arabic is treated as triptote:

Nominative case	(Hind) هِنْدٌ
Accusative case	هِنْدًا
Genitive case	هِنْدٍ

v) Names of places are generally diptotes :

Nominative case	(Egypt) مِصْرُ
Accusative case	مِصْرَ
Genitive case	مِصْرَ

Exercises:

1) Translate the followinginto English :

١ . دِلْهِىْ مَدِيْنَةٌ فِىْ الْهِنْدِ.
٢ . زَيْنَب طَالِبَةٌ فِى الْكُلِّيَّةِ.
٣. مُحَمَّدٌ مُوَظَّفٌ فِى الْمَكْتَبِ.
٤ . هِنْدٌ مُدَرِّسَةٌ فِى الْجَامِعَةِ.
٥. هَلْ شَنْكَر اِبْنُك؟
٦ . هَلْ آشَا اُخْتُك؟
٧. هُوَ عَادِلٌ وَ اَنَا جَمِيْلٌ.
٨. هَذَا السَّيِّدُ نَبِيْلٌ.
٩. هِىَ بِنْتٌ. اِسْمُهَا اَمِيْتَا. هِىَ اُخْتِى.
١٠ . هُوَ وَالِدِى. اِسْمُهُ عَزِيْزٌ.

2) Translate into Arabic:

1) That is a boy . He is my brother. His name is Ashok.
2) That girl is my sister. Her name is Usha.
3) He is Mr. Shamlal. He is an engineer.
4) His name is Mr. Adil. His pen is new.
5) Her name is Mrs. Lalima. She is a teacher.
6) What is her name? Is she your wife?
7) She is Miss Fatima. She is my sister.
8) Her name is Sunaina. She is my daughter.
9) Mr. Hari is a clerk in my office.
10) Is he your driver? What is his name?

3) Separate all the proper nouns in exercises. Nos: 1 and 2, and use them in sentences of your own.

Glossary: الكلمات العسيرة

India	اَلْهِنْدُ	City	مَدِيْنَةٌ (SF) مُدُنٌ (P)
And (conjunctive)	وَ	College	كُلِّيَّةٌ (SF) كُلِّيَّاتٌ (P)
Name	اِسْمٌ (SM) اَسْمَاءٌ (P)	Mr.	اَلسَّيِّدُ
		Is?	هَلْ

This word is an interrogative pronoun. When placed before positive sentences, it may be translated as; is ; are; am; in the simple nominal sentences and : do; does in the present indefinite and : did in the past indefinite and will, shall in future tense

Brother	(P)	اِخْوَةٌ	(SM)	اَخٌ
Sister	(P)	اَخَوَاتٌ	(SF)	اُخْتٌ
Engineer	(P)	مُهَنْدِسُونَ	(SM)	مُهَنْدِسٌ
Miss	(P)	اَلاَوَانِسُ	(SF)	اَلآنِسَةُ
Mrs.	(P)	اَلسَّيِّدَاتُ	(SF)	اَلسَّيِّدَةُ
Wife	(P)	زَوجَاتٌ	(SF)	زَوْجَةٌ
Clerk	(P)	كَتَبَةٌ	(SM)	كَاتِبٌ
Driver	(P)	سَائِقُونَ	(SM)	سَائِقٌ

LESSON — 13   الدرس — ١٣

Verb: Past Tense And Cases
الفعل: صيغة الماضى و الحالات

This is Nabeel.	يْل.
He is a student in the University.	لِبٌ فِي الْجَامِعَةِ.
Nabeel went to the Univesity yesterday.	نَبِيْل اِلَى الْجَامِعَةِ اَمْسِ.
These are Adil, Shanker and Joseph.	عَادِل وَشَنْكَر وَ جَوْزَف.
Adil, Shanker and Joseph went	عَادِلٌ وَشَنْكَرُ وَ جَوْزَفُ
to the Univesity	جَامِعَةِ
to attend the lessons (i.e. classes).	رِ الدُّرُوْسِ.
After attending the first lesson,	ضُوْرِ الدَّرْسِ الْاَوَّلِ
Adil, Shanker and Joseph left	عَادِلٌ وَ شَنْكَرُ وَ جَوزَف مِنَ
the class and they went	وَذَهَبُوْا
to the canteen for drinking tea.	مَطْعَمِ لِشُرْبِ الشَّاي.
This is Hind.	نْدٌ.
She is a student in the University.	لِبَةٌ فِي الْجَامِعَةِ.
Hind went to the University yesterday.	هِنْدٌ اِلَى الْجَامِعَةِ اَمْسِ.
These are Zainab, Maria and Asha.	زَيْنَبُ وَ مَارِيَا وَآشَا.
Zainab, Maria & Asha went	زَيْنَبُ وَ مَارِيَا وَآشَا
to the Univesity to attend the lessons.	جَامِعَةِ لِحُضُوْرِ الدُّرُوسِ.
After attending the first lesson,	ضُورِ الدَّرْسِ الاَوَّلِ
Zainab, Maria & Asha left	تْ زَيْنَب وَمَارِيَا وَآشَا
the class and they went to the library.	صْلِ وَذَهَبْنَ اِلَى الْمَكْتَبَةِ.
Who are you?	تِ؟

I am Hamid.	أَنَا حَامِدٌ.
I am a student in this University.	أَنَا طَالِبٌ فِي هَذِهِ الْجَامِعَةِ.
Did you go to the University yesterday?	هَلْ ذَهَبْتَ إِلَى الْجَامِعَةِ أَمْسِ؟
Yes, I went to the University yesterday.	نَعَمْ، ذَهَبْتُ إِلَى الْجَامِعَةِ أَمْسِ.
And who are you?	وَمَنْ أَنْتِ؟
I am Rani.	أَنَا رَانِي.
I am also a student in this University.	أَنَا طَالِبَةٌ أَيْضًا فِي هَذِهِ الْجَامِعَةِ.
Did you go to the University Yesterday?	هَلْ ذَهَبْتِ إِلَى الْجَامِعَةِ أَمْسِ.
Yes, I went to the University yesterday.	نعَمْ، ذَهَبْتُ إِلَى الْجَامِعَةِ أَمْسِ.
Nabeel, Shanker and Joseph, where	نَبِيلٌ وَ شَنْكَرُ وَ جوزَفُ، أَيْنَ
did you go (in the) last week?	ذَهَبْتُمْ فِي الْأُسْبُوْعِ الْمَاضِي؟
We went to the bookfair	ذهَبْنا إِلَى معْرِض الْكِتَابِ
(in the) last week.	فِي الْأُسْبُوْعِ الْماضي.
And you, Asha, Zainab & Maria,	وأَنْتُنَّ ، آشا وزينب و ماريا،
did you go to the fair?	هلْ ذهبْتنَّ الى الْمعْرِض؟
Yes, we also went to the fair.	نعمْ، ذَهَبْنَا أيْضا الى الْمَعْرِضِ.

Grammar:

Verb is that word which tells us about the happening of some action with reference to time.

Example:

The student went to his school. ذَهبَ الطَّالِبُ إِلَى مَدْرَسَتِهِ.

In the sentence above the word ذَهَبَ 'went' tells us bout the happening of an action in the past and it is therefore, a verb. In Arabic there are only two tenses:

1. The Past Tense صيغة الماضي
2. The Present Tense صيغة المضارع

Other tenses e.g. past perfect and future etc. are formed from these two basic tenses by adding certain other words. We shall take up in this lesson the verb of the past tense and in the next lesson we shall deal with the verb of the present tense.

The past tense (verb):

The student went to his school.	ذَهَبَ الطَّالِبُ اِلَى مَدْرَسَتِهِ.
The Students went to their school.	ذَهَبَ الطُّلاَّبُ اِلَى مَدْرَسَتِهِمْ.
The students went to their school.	اَلطُّلاَّبُ ذَهَبُوْا اِلَى مَدْرَسَتِهِمْ.
The girlstudent went to her school.	ذَهَبَتِ الطَّالِبَةُ اِلَى مَدْرَسَتِهَا.
The girlstudents went to their school.	ذَهَبَتْ الطَّالِبَاتُ اِلَى مَدْرَسَتِهِنَّ.
The girlstudents went to their school.	اَلطَّالِبَاتُ ذَهَبْنَ اِلَى مَدْرَسَتِهِنَّ.
Did you (SM) go to your school?	هَلْ ذَهَبْتَ اِلَى مَدْرَسَتِكَ؟
Yes, I went to my school.	نَعَمْ، ذَهَبْتُ اِلَى مَدْرَسَتِي .
Did you (PM) go to your school?	هَلْ ذَهَبْتُمْ اِلَى مَدْرَسَتِكُم؟
Yes, we went to our school.	نَعَمْ، ذَهَبْنَا اِلَى مَدْرَسَتِنَا.
Did you (SF) go to your school?	هَلْ ذَهَبْتِ اِلَى مَدْرَسَتِكِ؟
Yes, I went to my school.	نَعَمْ، ذَهَبْتُ اِلَى مَدْرَسَتِي.
Did you (PF) go to your school?	هَلْ ذَهَبْتُنَّ اِلَى مَدْرَسَتِكُنَّ؟
Yes, we went to our school.	نَعَمْ ذَهَبْنَا اِلَى مَدْرَسَتِنَا.

A large number of Arabic past tense verbs are composed of three letters. These three letters are called "root letters". Now by prefixing or interfixing one, two or more letters to these root letters we can make many more verbs with meanings akin to the original meanings in the majority of the cases.

The verb with three letters is called in Arabic الفعل المجرد i.e. the triliteral verb of the First Stem.

Other verbs which are formed by adding some other letters, are called الافعال المزيد فيها i.e. the derived verbs.

All Arabic verbs change according to the number and gender of the subject. It means that for third person singular masculine the verb has a form while for the third person singular feminine there is another form and so on. However, the first person singular of both the masculine and the feminine genders, has a common form of the verb. Similarly, the plural masculine and the plural feminine of the first person have a common form of the verb. These changing forms that obtain according to persons, numbers & genders, are called صَرف i.e. conjugation. Let us take for example the verb:

(He went) ذَهَبَ

You should carefully examine the changing forms of this verb i.e. its conjugation so that it would be possible to conjugate other similar verbs.

III person masculine-feminine:

He went (SM)	ذَهَبَ
They went (PM)	ذَهَبُوْا
She went (SF)	ذَهَبَتْ
They went (PF)	ذَهَبْنَ

II person masculine-feminine:

You went (SM)	ذَهَبْتَ
You went (PM)	ذَهَبْتُمْ
You went (SF)	ذَهَبْتِ
You went (PF)	ذَهَبْتُنَّ

I person masculine-feminine:

I went (SMF)	ذَهَبْتُ
We went (PMF)	ذَهَبْنَا

It is considered good in Arabic that the sentence should open with the verb. When the verb comes in the beginning of a sentence, it agrees with the subject only in gender. This rule applies to the third person nouns and the verbal forms for the second and the first person nouns always remain the same. The following examples shall further explain the rule:

وَلَدٌ i.e. boy is a singular masculine noun of the third person. Its plural is اَوْلَادٌ i.e. boys:

The boy went	ذَهَبَ الْوَلَدُ
The boys went	ذَهَبَ الاَوْلَادُ

In both the sentences given above the verb ذَهَبَ has come in the beginning and it is precisely because of this reason that the verb agrees with its subject only in gender and person. It does not agree with it here in number. However, there might be occasions where you have to place the verb only after the subject. In such cases the verb has to agree with its subject in number also as you can see in the sentences below:

The boys went to the school and sat in the class.	ذَهَبَ الاَوْلَادُ اِلَى الْمَدْرَسَةِ وَ جَلَسُوا فِي الْفَصْلِ.

In this sentence as would be clear, there are two verbs of which the second has to be placed after the subject. The verb 'sat' therefore, agrees with its subject in number also beside gender.

The same rule applies to the third person nouns of the feminine gender.

For example بِنْتٌ i.e. girl is a singular feminine noun of the third person. Its plural would be بَنَاتٌ i.e. girls.

The girl went	ذَهَبَتِ الْبِنْتُ
The girls went	ذَهَبَتِ الْبَنَاتُ
The girls went	اَلْبَنَاتُ ذَهَبْنَ

Note: In the English language the verb is often refered to in its infinitive form. However, in Arabic it is refered to in its past tense with its root-letter. For example ذ ه ب i.e. ذَهَبَ 'He went'. Taking these root letters as the base, the verb is conjugated in the past and in the present imperfect tenses. In the glossary henceforth, I propose to give past, present and the infinitive forms of the verb with its meaning in the English infinitve. For example:

to go ذَهَبَ / يَذْهَبُ / ذَهَابًا

As explained earlier all the verbal forms for the second and the first person subjects are fixed and remain unchanged in all positions.

Examples:

I went	ذَهَبْتُ
I went	اَنَا ذَهَبْتُ
I went	ذَهَبْتُ اَنَا

In terms of their meanings the verbs may be divided into two categories. They are:

1. The intransitive verb	الفعل اللازم
2. The transitive verb	الفعل المتعدى

1. The intransitive verb is the one which takes only the subject and it does not at all require an object. The subject in Arabic is called اَلْفَاعِل and the object is called اَلْمَفْعُوْل.

Example of intransitive verb:

The boy went — ذَهَبَ الْوَلَدُ

In Arabic the terminal letter of the subject i.e. الفاعل always takes *ḍammah* as would be amply evident from the example above. The noun functioning as subject is considered to be in the nominative case.

2. The meaning of the transitive verb extends to involve an object also beside the subject.

Example:

The boy opened the book — فَتَحَ الْوَلَدُ الْكِتَابَ

The object is considered to be in the accusative case and in Arabic the terminal letter of the objectival noun is given *fatḥah*.

Beside these two cases there is one more grammatical case. It is known as the genitive case.

We have known earlier that if a noun is preceded by a preposition, then the terminal letter of this noun shall have *kasrah*.

Example:

The boy went to the school. — ذَهَبَ الْوَلَدُ اِلَى الْمَدْرَسَةِ.

In the sentence above the noun اَلْمَدْرَسَة is preceded by إِلَى which is a preposition and thus it has a *kasrah*. Any noun that has a *kasrah* for this reason and any other grammatical reason, is considered to be in the genitive case.

In brief we can say that any noun for specific reasons can either be in the nominative case or in the accusative case or in the genitive case. In the nominative case the terminal letter of subject-noun will have *ḍammah*, single if it is a proper noun or any noun defined with the definite article and double if it is a common noun. In this case the *ḍammah* is known is رفع Raf'a. In the accusative case the terminal letter of the noun will have fatḥah, single and double as explained in the immediate preceding lines. The fatḥah indicating case terminal is known as Naṣb. In the genitive case the terminal letter of the noun will have *kasrah*, single or double as per rule explained above. Here the kasrah is known as جر Jarr.

Exercises:

1) Conjugate the verbs given below and use them in sentence of your own. Remember the difference between the transitive verb and the intransitive verb. Also remember that the subject will take ḍammah, the object fatḥah and the noun after the preposition will take *kasrah*.

He wrote	كَتَبَ
He killed	قَتَلَ
He came	قَدِمَ
He sat	جَلَسَ

2) Translate into Arabic:

(a) 1. The boy opened the book.
2. The girl washed the clothes.
3. The boys went to the garden.
4. The girls washed their clothes.
5. Shiela, did you go to Mumbai?
6. Mr. Shanker, did you go to the garden?
7. Did you all (men) go to the college?
8. Did you all (womem) write your lessons?

9. Yes, we came to your house yesterday.
10. Yes, I sat on the chair.

(b) Mr. Rashid went to the market. He went on foot. He went to the butchers's shop. He bought some meat and returned to his hostel.

(c) Yesterday evening I visited my friend in his house. I sat with him in his drawing room. We drank tea. After that we left his house and went to the market. I bought books, notebooks and paper. I also bought apples, grapes, bananas and oranges. When I came back home, my wife saw my friend with me. She asked me: Who is he? I told her: He is my friend. His name is Shahid. When she saw these things in my hands, she asked me: what are these things in your hands? These are fruits and books, I told her.

3. Translate into English:

a) ١. فَتَحَ الفَرَّاشُ الْمَكْتَبَ.
٢. اَلطَّالِبَاتُ فَتَحْنَ كُتُبَهُنَّ.
٣. غَسَلَتِ الْخَادِمَةُ الْمَلَابِسَ.
٤. اَلطُّلَّابُ ذَهَبُوا اِلَى الْحَدِيْقَةِ.
٥. اَلْحَارِسُ جَلَسَ عَلَى الْكُرْسِيِّ.
٦. شَرِبَ الأُسْتَاذُ الْمَاءَ.
٧. هَلْ ذَهَبْتُمْ اِلَى السُّوْقِ اَمْسِ؟
٨. قَدِمْتُ مِنْ مُومباى هَذَا الصَّبَاحَ.
٩. هَلْ ذَهَبْتُنَّ اِلَى الْكُلِّيَّةِ فِى الأُسْبُوعِ الْمَاضِى.
١٠. نَعَمْ، ذَهَبْنَا اِلَى الْكُلِّيَّةِ فِى الأُسْبُوعِ الْمَاضِى.

(b) كَانَ الْيَومُ مَاطِرًا وَ بَارِدًا. وَعَادَ وَالِدى مِنْ مَكْتَبِهِ فِى الْمَطَرِ. عِنْدَمَا وَصَلَ الْمَنْزِلَ كَانَ مُبْتَلًّا. غَيَّرَ وَالِدِىْ مَلَابِسَهُ وَ جَلَسَ فِى غُرْفَتِهِ. بَعْدَ وَقْتٍ قَلِيْلٍ شَكَا وَالِدى عَنِ الأَلَمِ فِى صَدْرِهِ. فَأَتَيْتُ بِالتَّاكْسِى وَ أَخَذْتُ وَالِدِىْ مَعِى وَذَهَبْتُ اِلَى الْمُسْتَشْفَى الْعَامِّ. كَانَ قِسْمُ الطَّوَارِئ مُزْدَحِمًا بِالنَّاسِ. جَلَسْنَا عَلَى دَكَّةٍ خَشَبِيَّةٍ فِى اِنْتِظَارِ نَوْبَتِنَا. شَرَحَ وَالِدى حَالَتَهُ لِلدُّكْتُورِ. فَحَصَ الدُّكْتُورُ صَدْرَ وَالِدى بِالسَّمَّاعَةِ وَسَأَلَهُ بَعْضَ الاَسْئِلَةِ.

قَالَ الدُّكْتُور: أَنْتَ مُصَابٌ بِالْبَرْدِ الشَّدِيْدِ لِأَنَّكَ بَقِيْتَ فِيْ الْمَطَرِ لِوَقْتٍ طَوِيْلٍ. مِنَ الضَّرُوْرِيِّ بَقَائُكَ فِي الْمَنْزِلِ لِأُسْبُوْعٍ. وَكَتَبْتُ لَكَ هَذَا الدَّوَاءَ لِثَلَاثَةِ أَيَّامٍ. أَخَذْتُ الرُّشْتَةَ مِنَ الدُّكْتُورِ وَ رَجَعْنَا لِلْمَنْزِلِ.

Glossary **الكلمات العسيرة**

Peon ; attendant	فَرَّاشٌ (SM) (فَرَّاشُونَ p)
He washed	غَسَلَ
Clothes	مَلْبَسٌ (SM) مَلَابِسُ (P)
He drank	شَرِبَ
Water	مَاءٌ (SM) مِيَاهٌ (P)
Mumbai	مُومبَاى (Proper noun)
Yesterday	أَمْسِ (Adv. of time: it does not decline)
From	مِنْ (Preposition)
Morning	صَبَاحٌ/ صُبْحٌ
This morning	هَذَا الصَّبَاحَ/ صَبَاحَ الْيَومِ
College	كُلِّيَّةٌ (SF) كُلِّيَّاتٌ (P)
Week	أُسْبُوعٌ (SM) أَسَابِيعُ (P)
Past, last	ماضى
Garden	حَدِيْقَةٌ (SF) حَدَائِقُ (P)
He wrote	كَتَبَ
He came	قَدِمَ
On	عَلَى (Preposition)
On foot	عَلَى الأَقْدامِ

To	إِلَى (Preposition)
He was	كَانَ
Rainy	مَاطِرٌ (Adj. SM)
Rain	مَطَرٌ (SM) أَمْطَارٌ (P)
When	عِنْدَمَا (Adv. of time)
He reached	وَصَلَ
House	مَنْزِلٌ (SM) مَنَازِلُ (P)
Wet, drenched	مُبْتَلٌّ (Adj. SM)
He changed	غَيَّرَ
After	بَعْدَ (Adv. of time)
Some, little	قَلِيْلٌ (Adj. SM)
He complained	شَكَا
About	عَنْ (Prep.)
Pain	أَلَمٌ (SM) آلَامٌ (P)
Chest	صَدْرٌ (SM) صُدُورٌ (P)
He came	أَتَى
He brought	أَتَى بِ
I brought taxi	أَتَيْتُ بِالتَّاكْسِي
With	مَعَ (Preposition)
With me	مَعِي
Hospital	مُسْتَشْفَى (SM) مُسْتَشْفَيَاتٌ (P)
General, public	عَامٌّ (Adj. SM)

Department	قِسْمٌ (SM) أَقْسَامٌ (P)
Emergency department	قِسْمُ الطَّوَارِئ
Crowded	مُزْدَحِمٌ (Adj. SM)
Bench	دَكَّةٌ (SF) دَكَّاتٌ (P)
Wait, waiting	إِنْتِظَارٌ (Infinitive/VN)
Turn	نَوْبَةٌ (SF) نَوْبَاتٌ (P)
He explained	شَرَحَ
Condition, case	حَالَةٌ (SF)
Doctor	دُكْتُورٌ (SM) دَكَاتِرَةٌ (P)
He examined, checked	فَحَصَ
He said	قَالَ
He took	أَخَذَ
I took	أَخَذْتُ
Stethoscope	سَمَّاعَةٌ (SF) سَمَّاعَاتٌ (P)
He asked	سَأَلَ
He asked him	سَأَلَهُ
Some	بَعْضٌ (Partitive Noun)
Hit	مُصَابٌ (past participle)
Cold	بَرْدٌ (NM)
Caught bad cold	مُصَابٌ بِالْبَرْدِ الشَّدِيْدِ
Because	لِأَنَّ (Causative)
He remained	بَقِيَ

You remained	بَقِيْتَ
Long	(Adj. SM) طَوِيْلٌ
Necessary/must	(Adj. SM) ضَرُوْرِيٌّ
Stay	(NM) بَقَاءٌ
Week	(P) أَسَابِيْعُ (SM) أُسْبُوْعٌ
Medicine	(P) اَدْوِيَةٌ (SM) دَوَاءٌ
Three	(Adj. N) ثَلَاثَةٌ
Day (of 24 hrs)	(P) أَيَّامٌ (SM) يَوْمٌ
He returned	رَجَعَ
Market, bazar	(P) أَسْوَاقٌ (SF) سُوقٌ
Rashid/ Rasheed	(Male Name) رَشِيْدٌ
Butcher	(P) جَزَّارُوْنَ (SM) جَزَّارٌ
Shop, Showroom	(P) مَحَلَّاتٌ (SM) مَحَلٌّ
Shop	(P) دَكَاكِيْنُ (SM) دُكَّانٌ
He bought	إشترى
Meat	(P) لُحُومٌ (SM) لَحْمٌ
Hostel	(SF) دَاخِلِيَّةٌ
Evening	(P) أَمْسِيَاتٌ (SM) مَسَاءٌ
(In the) evening	(Adv. of time) مَسَاءً
He visited	زَارَ
I visited	زُرْتُ
Friend	(P أَصْدِقَاءُ (SM صَدِيْقٌ

Drawingroom	غُرْفَةُ الإِسْتِقْبَالِ
To drink	شَرِبَ/ يَشْرَبُ/ شَرَاباً
Tea	شَاي (NM)
Paper	وَرَقٌ (NM)
Apples	تُفَّاحٌ (NM)
Grapes	عِنَبٌ (NM)
Banana	مَوْزٌ (NM)
Oranges	بُرْتُقَالٌ (NM)
Wife	زَوجَةٌ (SF) زَوجَاتٌ (P)
He saw	رَأى
She saw	رَأتْ
I told her, I said to her	قُلْتُ لَهَا
Shahid	شَاهِدٌ (Male Name)
Hand	يَدٌ (SF) أيدِى (P)
She asked	سَأَلَتْ
Fruits	فَاكِهَةٌ (SF) فَوَاكِهُ (P)

LESSON — 14　　　　الدرس — ١٤

Verb: Present Tense　الفعل: صيغة المضارع

Who are you?	مَنْ أَنْتَ؟
I am a teacher.	اَنَا أُسْتَاذٌ.
What is your name?	مَااِسْمُكَ؟
My name is Mohammad.	اِسْمِي مُحَمَّدٌ.
Are you Indian?	هَلْ اَنْتَ هِنْدِيٌّ؟
Yes, I am Indian.	نَعَمْ، اَنَا هِنْدِيٌّ.
Who is he?	مَنْ هُوَ؟
He is my colleague.	هُوَ زَمِيْلِي.
Where are you going now?	اَيْنَ تَذْهَبُ الآنَ؟
I am going to the University now.	اَذْهَبُ اِلَى الْجَامِعَةِ الآنَ.
Is your colleague also going to	هَلْ زَمِيْلُكَ اَيْضًا يَذْهَبُ اِلَى
the University	الْجَامِعَةِ؟
Yes, he is also going	نَعَمْ،هُوَ أَيْضاً يَذْهَبُ
to the University.	إِلَى الْجَامِعَةِ.
Who are you?	مَنْ أَنْتِ؟
I am a (lady) teacher.	اَنَا مُدَرِّسَةٌ.
What is your name?	مَا اِسْمُكِ؟
My name is Nihad.	اِسْمِي نِهَادُ.
Where do you work?	اَيْنَ تَعْمَلِيْنَ؟
I work in this University.	اَعْمَلُ فِيْ هَذِهِ الْجَامِعَةِ.
Where are you going now?	اَيْنَ تَذْهَبِيْنَ الآنَ؟
I am going to the hospital now.	اَذْهَبُ اِلَى الْمُسْتَشْفَى الآنَ.

Who is he?	مَنْ هُوَ؟
He is our teacher.	هُوَ أُسْتَاذُنَا.
Does he go to the University everyday?	هَلْ هُوَ يَذْهَبُ اِلَى الْجَامِعَةِ كُلَّ يَوْمٍ؟
Yes, he goes to the University everyday.	نَعَمْ، هُوَ يَذْهَبُ اِلَى الْجَامِعَةِ كُلَّ يَوْمٍ.
Does Nihad also go to the University	هَلْ نِهَادُ اَيْضاً تَذْهَبُ اِلَى الْجَامِعَةِ
everyday?	كُلَّ يَوْمٍ؟
Yes, Nihad also goes to the University	نَعَمْ، نِهَادُ اَيْضًا تَذْهَبُ اِلَى الْجَامِعَةِ
everyday.	كُلَّ يَوْمٍ.
Are you (all) students	هَلْ اَنْتُم طُلَّابٌ
in this University?	فِي هَذِهِ الْجَامِعَةِ؟
Yes, we are (all) students	نَعَمْ، نَحْنُ طُلَّابٌ
in this University.	فِي هَذِهِ الْجَامِعَةِ.
And who are you (PF)?	وَمَنْ أَنْتُنَّ؟
We are (all) students	نَحْنُ طَالِبَاتٌ
in this University.	فِيْ هَذِهِ الْجَامِعَةِ.
Will you (all girls) go	هَلْ أَنْتُنَّ تَذْهَبْنَ
to the University next week?	اِلَى الْجَامِعَةِ فِي الْأُسْبُوعِ الْقَادِمِ؟
Yes, we will go to the University	نَعَمْ، نَذْهَبُ اِلَى الْجَامِعَةِ
next week.	فِي الْأُسْبُوعِ الْقَادِمِ.
Do the girl-students go	هَلْ تَذْهَبُ الطَّالِبَاتُ
to the University everyday.	اِلَى الْجَامِعَةِ كُلَّ يَوْمٍ؟
Yes, they go to the University	نَعَمْ، هُنَّ يَذْهَبْنَ اِلَى الْجَامِعَةِ
everyday.	كُلَّ يَوْمٍ.
Will these (boy) students go	هَلْ هَؤُلَاءِ الطُّلَّابُ يَذْهَبُونَ
to the bookfair tomorrow?	اِلَى مَعْرِضِ الْكِتَابِ غَدًا؟
Yes, they will go	نَعَمْ، هُمْ يَذْهَبُونَ
to the bookfair tomorrow.	اِلَى مَعْرِضِ الْكِتَابِ غَداً.

Grammar:

The Present tense verbs of Arabic are made from its past tense verbs by adding in the beginning and/ or at the end or both one or more of the following letters:

ی ت ا ن و

The Arabic present tense verb which is also known as the present imperfect, can normally be translated into English in three ways depending on the context:

1) In the present indicative/ imperfect

2) In the present continuous

3) In the future

We take the verb ذَهَبَ to explain our point further. This ذَهَبَ is a past tense verb meaning 'he went' as we have known in the preceding lesson. Its present form يَذْهَبُ can be rendered in three ways as follows:

He goes (present indicative/imperfect)	يَذْهَبُ
He is going now (present continuous)	يَذْهَبُ الآنَ
He will go tomorrow (future)	يَذْهَبُ غَداً

Now you should carefully examine the changing forms of this verb i.e. its conjugation so that in future you face no difficulty in conjugating other similar verbs.

III person masculine-feminine

He goes	يذهبُ
They go (PM)	يذهبُوْنَ
She goes	تذهَبُ
They go (PF)	يَذهبْنَ

II person masculine-feminine

You go (SM)	تَذْهَبُ
You go (PM)	تَذْهَبُونَ
You go (SF)	تَذْهَبِيْنَ
You go (PF)	تذهَبْنَ

I person masculine-feminine

I go (SMF)	اَذْهَبُ
We go (PMF)	نَذْهَبُ

It may be borne in mind that the verb of this present imperfect tense may also be translated in the present continuous and the future tenses depending on the context as explained earlier.

If the present imperfect verb is preceded by سَ or سَوفَ, then in that case the verb is necessarily in the future tense of English.

Example:

Will you (girls) go to the University?	هَلْ سَتَذْهَبْنَ اِلَى الْجَامِعَةِ؟
Yes, we will go to the University.	نَعَمْ، سَنَذْهَبُ اِلَى الْجَامِعَةِ؟

Theoretically. سَ defines the verb for the near future whereas سوفَ defines the verb for distant future. However, practically there is no difference between the two and both of them are equally used for defining the meaning of the present imperfect verb for future.

Similarly what applies to the placement of the past tense verb before and after the subject, applies to the present tense verb also. That is to say that the sentence should preferably be opened with the verb. In this case the verb agrees with its subject only in the gender. For example we would say:

The boy goes	يَذْهَبُ الْوَلَدُ
The boys go	يَذْهَبُ الاَوْلَادُ

In both these sentences the verb يَذْهَبُ is preceding the subject and therefore, it agrees with the subject only in gender. However, where the verb has to be placed after the subject the verb will have to agree with its subject in number also. For example we would say:

The boys go to the school	يَذْهَبُ الاَوْلَادُ اِلَى الْمَدْرَسَةِ
and sit in the class.	وَ يَجْلِسُونَ فِي الْفَصْلِ.

As you would find there are two verbs in this sentence. In this case the second verb has to be placed after its subject. Hence, it agrees with the subject in number also.

The same rule applies to the third person nouns of the feminine gender also. Let us take for example the following sentences:

The girl goes	تَذْهَبُ الْبِنْتُ
The girls go	تَذْهَبُ الْبَنَاتُ

And where the verb has to come after the subject the verb will agree with the subject in number also. For example we would say:

The girls go to the school	تَذْهَبُ الْبَنَاتُ اِلَى الْمَدْرَسَةِ
and sit in the class	و يَجْلِسْنَ فِى الْفَصْلِ

However, the verbal forms for the first and the second person subjects are fixed and remain unchanged in all positions.

Examples:

I go	اَذْهَبُ
I go	اَذْهَبُ اَنَا
I go	اَنَا اَذْهَبُ
You (SM) go	تَذْهَبُ
You (PM) go	تَذْهَبُونَ
You (SF) go	تَذْهَبِيْنَ
You (PF) go	تَذْهَبْنَ

Exercises:

1. Conjugate in the present (Imperfect) tense all the verbs used in this lesson and make sentences from them.

2. Conjugate the following verbs in the present imperfect tense and use them in sentences of your own.

He plays	يَلْعَبُ
He eats	يَأْكُلُ
He takes	يَأْخُذُ
He rides/ boards	يَرْكَبُ
He helps	يَنْصُرُ

3. Translate the following into Arabic.

1. He will go to his office tomorrow.
2. She is writing a letter to her teacher.
3. They (M) will come to you in the next week.
4. They (F) are eating their lunch now.
5. Will you go (SM) to your college tomorrow?
6. Yes, I will go to my college tomorrow.
7. Do you (SF) read the newspaper in the morning?
8. Yes, I read the newspaper in the morning
9. Will you (PM) come to my house tomorrow in the morning?
10. Yes, we will come to your house tomorrow in the morning.
11. Do you (PF) eat meat?
12. Yes, we eat meat.

(b) My friend Shahid came to me yesterday evening. I was very happy to see him. I revceived him with all cheerfulness and seated him in the drawingroom. Shahid asked me: Will you be busy during the next week? I said: yes, but why do you ask me this question? Shahid: I and Tara will go to Nainital during the next week. Will you accompany us? I said: It is a nice idea! Now-a-days it is hot in Delhi. It will be nice if we go to Nainital. How long shall we stay in Nainital? Shahid: We will stay there for two weeks. I said: That is nice too! When we come back to Delhi after two weeks, it will not be very hot in Delhi. Shahid: Fine! then get ready to leave tomorrow morning. We shall go by bus.

4. Translate the following into English:

هَذَا الْوَلَدُ صَدِيْقِي . هُوَ يَذْهَبُ إلَى مَدْرَسَتِهِ كُلَّ يومٍ فِي الصَّبَاحِ. لَهُ زُمَلَاءُ يَقْدَمُونَ إلَى الْمَدْرَسَةِ. اَلْبَنَاتُ اَيْضاً يَدْرُسْنَ فِي هَذِهِ الْمَدْرَسَةِ. هِيَ اُوشَا. هِيَ تَدْرُسُ فِي الصَّفِّ العَاشِرِ. هَلْ أنْتَ أيْضاً تَدْرُسُ فِي هَذِهِ المَدْرَسَةِ يَاحَامِدُ؟ نَعَمْ، أَنَا ايْضًا ادْرُسُ فِي هَذِهِ الْمدْرَسةِ يا صَدِيْقِي. وَهَؤلَاءِ شَنْكَرُ وَ عَاقِلٌ و مَحْمُودٌ.

أهْلاً بِكُمْ! هَلْ أنْتُمْ اَيْضًا تَدْرُسُونَ فِي هَذِه الْمَدْرَسَةِ؟ نعَمْ، نَحْنُ أَيْضًانَدْرُسُ فِي هذِهِ الْمَدْرَسَةِ. مَنْ هَؤلَاء الْبَنَاتُ؟ هُنَّ آشَا وَ اُوْشَا وَ شَالُو. أيْن تدْرُسْنَ يَا بَنَاتُ؟ نَحْنُ أيْضًا نَدْرُسُ فِي هَذِهِ الْمَدْرَسَةِ.

Glossary — الكلمات العسيرة

Now	الآن(adverb of time)
Classmate	زميل (SM) زملاء (P)
University	جامعة (SF) جامعات (P)
Also	ايضا (Adverb of manner)
To work	عَمِلَ/يَعْمَلُ/ عَمَلاً
Who	مَنْ (Interrogative pronoun)
Where	أيْنَ (Interrogative pronoun)
Tomorrow	غَدًا (Adverb of time)
Hospital	مُسْتَشْفَى (SM) مُسْتَشْفَيَات (P)
Teacher / Professor	أُسْتَاذٌ (SM) أَسَاتِذَةٌ (P)
Everyday	كُلَّ يَوْمٍ (Adverb of time)
(In the)next week	(فِي) الأُسْبُوعِ القَادِمِ
Fair, exhibiton	مَعْرِضٌ (SM) مَعَارِضُ (P)
To sit	جَلَسَ يَجْلِسُ / جُلُوسًا
Office	مَكْتَبٌ (SM) مَكَاتِبُ (P)
Letter/message	رِسَالَةٌ (SF) رَسَائِلُ (P)
Lunch	غَدَاءٌ
College	كُلِّيَّةٌ (SF) كُلِّيَّاتٌ(P)
In the morning	فِي الصَّبَاحِ
House	بَيْتٌ (SM)بُيُوتٌ(P)
Meat	لَحْمٌ (SM)لُحُومٌ (P)
Friend	صَدِيقٌ (SM) أَصْدِقَاءُ (P)
To come	قَدِمَ /يَقْدَمُ/قُدُومًا
To study	دَرَسَ /يَدْرُسُ/دَرْسًا
Class	صَفٌّ (SM) صُفُوفٌ (P)
Welcome	أَهْلاً بِكُمْ (greeting)

To see	رَأى/ يَرَى/ رُؤْيَةً
To receive	إسْتَقْبَلَ/ يَسْتَقْبِلُ / إسْتِقْبَالاً
Cheerfulness	بَشَاشَةً
To seat	أجْلَسَ/ يُجْلِسُ/ إجْلاَسًا
Busy	مَشْغُولٌ (Past participle)
Why	لِمَاذَا (Interrogative)
Question	سُؤَالٌ (SM) (أسْئِلَةٌ P)
During	خِلاَلَ (Adv. of time)
To accompany	رَافَقَ/ يُرَافِقُ/ مُرَافَقَةً
Idea, thought	فِكْرَةٌ SF (فِكَرٌ P)
Nice idea	فِكْرَةٌ جَمِيْلَةٌ
to return	رَجَعَ/ يَرْجِعُ/ رُجُوعاً
Calcutta	كَلْكَتَا
Wife	زَوْجَةٌ (SF) زَوْجَاتٌ (P)
To see (infinitive)	لِرُؤْيَةِ
Son	إبْنٌ (SM) أبْنَاءٌ (P)
I have come	قَدْ+ قَدِمْتُ
Child	طِفلٌ(SM) أطْفَالٌ(P)
To receive (infinitive)	لِاسْتِقْبَالِ
Here they are	هَا هُمْ هَؤُلَاء
Hello	آلُو
Uncle	عَمٌّ (SM) عُمُومٌ (P) اَعْمَامٌ (P)
To live	سَكَنَ/ يَسْكُنُ/ سُكُوناً
Delhi	دِلْهِي
Daughter	بِنْتٌ (SF) بَنَاتٌ (P)
Who	مَنْ
O.K.	طَيِّبٌ
O.K.	حَسَنًا

Early	مُبَكِّراً
To answer	أَجَابَ/ يُجِيبُ/ إِجَابَةً
To say	قَالَ/ يَقُولُ/ قَولاً
Alone	وَحداً (وَحدَه)
House	مَنزِلٌ (SM) مَنَازِلُ (P)
To ask	سَأَلَ/ يَسأَلُ/ سُؤَالاً
Zoo	حَدِيقَةُ الحَيَوَانَاتِ
Incidentally	بِالمُنَاسَبَةِ
When	مَتَى
Market	سُوقٌ (SF) أَسوَاقٌ (P)
To buy (infinitive)	لِشِرَاءِ

LESSON — 15   الدرس — ١٥

Simple Past Tense
الفعل الماضى البسيط

Use of the verb (Kaana) ie. (He) was استخدام الفعل (كان)

One day	ذَاتَ يَوْمٍ
in the morning	فِي الصَّبَاحِ
I went to the airport.	ذَهَبْتُ اِلَى الْمَطَارِ.
A friend of mine was coming	كَانَ صَدِيْقٌ لِي قَادِمًا
from America.	مِنْ امرِيْكَا.
When I reached the airport	عِنْدَمَا وَصَلْتُ الْمَطَارَ
I saw many people .	رَأَيْتُ كَثِيْرِيْنَ مِنَ النَّاسِ.
My friends Hameed, Joseph and	كَانَ اَصْدِقَائِي حَمِيْدٌ وَجوزيف وَ
Kishan were already present there.	كِيْشَانَ مَوْجُودِيْنَ هُنَاكَ مِنْ قَبْلُ.
They were standing infront of	هُمْ كَانُوْا وَاقِفِيْنَ اَمَامَ
the glass facade.	الوَاجِهَةِ الزُّجَاجِيَّةِ.
I asked them:	فَسَأَلْتُهُمْ:
Where (were) Asha, Jamila and Elen?	أَيْنَ آشَا وَ جَمِيْلَةُوَ اَيْلَن؟
Hameed answered:	فَاَجَابَ حَمِيْد:
They were present here	كُنَّ مُوْجُودَاتٍ هِنَا
a little while ago.	قَبْلَ قَلِيْلٍ.
Now they have gone to the canteen.	ذَهَبْنَ الآنَ اِلَى الْمَطْعَمِ.
I asked Joseph:	سَأَلْتُ جوزيْف:
Where were you yesterday?	أَيْنَ كُنْتَ أَمْسِ؟
Joseph said:	قَالَ جوزيْف:
I was present in the school.	كُنْتُ مَوْجُودًا فِي الْمَدْرَسَةِ.

Asha came, and I asked her:	جَاءَتْ آشَا وَ سَأَلْتُهَا :
Where were You (O) Asha?	أَيْنَ كُنْتِ يَا آشَا؟
She said:	فَقَالَتْ:
I was sitting in the canteen	كُنْتُ جَالِسَةً فِي الْمَطْعَمِ
with Jameela & Elen.	مَعَ جَمِيْلَة و ايْلَن.
The plane (ie. flight) was late.	كَانَتِ الطَّائِرَةُ مُتَأَخِّرَةً .
So we all went to the canteen.	فَذَهَبْنَا جَمِيْعًا اِلَى الْمَطْعَمِ.
We ate something and (we) drank tea.	أَكَلْنَا قَلِيْلاً وَ شَرِبْنَا الشَّایَ.
After one hour we returned	بَعْدَ سَاعَةٍ عُدْنَا
to the waiting hall.	اِلَى قَاعَةِ الإِنْتِظَارِ
Our friend Shanker was present.	كَانَ صَدِيْقُنَا شَنْكَر مَوْجُوداً.
He saw us and asked us:	فَرَآنَا وَ سَأَلَنَا:
Where were you, O' Hameed, Joseph &	أَيْنَ كُنْتُمْ يَا حَمِيْدوَ جوزِيْف وَ
Kishan?	كِيْشَان؟
We said:	قُلْنَا:
We were present here	كُنَّا مَوْجُودِيْنَ هُنَا
one hour before.	قَبْلَ سَاعَةٍ.
We did not eat anything	لَمْ نَاكُلْ شَيْئًا
in the morning.	فِي الصَّبَاحِ.
Therefore, we went to the canteen.	فَذَهَبْنَا إِلَى الْمَطْعَمِ.
And you (ladies),	وَأَنْتُنَّ،
where were you	أَيْنَ كُنْتُنَّ
O' Asha, Jameela and Elen?	يَا آشَاوَجَمِيْلَة وَايْلَن؟
We were also present here	كُنَّا أَيْضًا مَوجُودَاتٍ هِنَا
an hour ago.	قَبْلَ ساعَةٍ
We also did not eat	نَحْنُ اَيْضاً لَمْ نَأْكُلَ
any thing in the morning.	شَيئًا فِي الصَّبَاحِ.

Therefore, we went with Hameed,	فَذَهَبْنَا مَعَ حَمِيْد
Joseph and Kishan to the canteen.	و جوزيف و كِيْشَانَ إلَى المَطْعَمْ.
The boy was sitting	كَانَ الْوَلَدُ جالساً
The boys were sitting	كَانَ الأَوْلَادُ جَالِسِيْنَ
The boys were sitting	اَلأولَادُ كَانُوْا جَالِسِيْنَ
The girl was sitting	كَانَتْ الْبِنْتُ جَالِسَةً
The girls were sitting	كَانَتْ الْبَنَاتُ جَالِسَاتٍ
The girls were sitting	اَلْبَنَاتُ كُنَّ جَالِسَاتٍ
You (SM) were sitting	كُنْتَ جَالِسًا
You (PM) were sitting	كُنْتُمْ جَالِسِيْنَ
You (SF) were sitting	كُنْتِ جَالِسَةً
You (PF) were sitting	كُنْتُنَّ جَالِسَاتٍ
I (SM) was sitting	كُنْتُ جَالِسًا
We (PM) were sitting	كُنَّا جَالِسِيْنَ
I (SF) was sitting	كُنْتُ جَالِسَةً
We (PF) were sitting	كُنَّا جَالِسَاتٍ

Grammar:

We have known that there is no equivalent of "is , are, am" in the Arabic language. We have also known that in the simple nominal sentences of the Arabic language المبتدا i.e. the subject should (normally*) be either a propernoun or a pronoun or any common noun defined with the definite article Al ال and in the nominative case.

The predicate i.e. khabar in such sentences is a verbal or adjectival noun and that would also be in the nominative case.

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* It may be undefined common noun also. In this case khabar will have precedence over Mobtada.

Example:

The boy is sitting	اَلْوَلَدُ جَالِسٌ
The girl is sitting	اَلْبِنْتُ جَالِسَةٌ

However, in the simple past tense we have to use one verb also. This verb is known as كان. In English it is translated as "was or were depending on its form and the context.

We have known in lessons nos 13 & 14 dealing with the past and the present verbs that the Arabic verb is conjugated to agree with its subject in number, gender and person.

كان is an irregular verb in the sense that it has ا i.e. a weak letter occuring in the middle of this three lettered verb.

In the following is given the list of the changing forms of the verb كان for guidance. All the verbs matching the pattern of كان should be conjugated accordingly.

He was	كَانَ
They (PM) were	كَانُوْا
She was	كَانَتْ
They (PF) were	كُنَّ
You (SM) were	كُنْتَ
You (PM) were	كُنْتُمْ
You (SF) were	كُنْتِ
You (PF) were	كُنْتُنَّ
I (SMF) was	كُنْتُ
We (PMF) were	كُنَّا

Now, to change a simple nominal sentence into simple past tense we have to use an appropriate form of كان before or after the subject as per need. The Arabic verb كَانَ continues to allow ḍammah to the terminal letter of the اسم i.e. the subject. However, the predicate i.e.خبر will be given *fatḥah*. In other words we can say that the subject of كان will be in the nominative case and the predicate will be in the accusative case. For example:

The boy is sitting اَلْوَلَدُ جَالِسٌ

It is a simple nominal sentence. However if we want to say:

The boy was sitting, then we would say in Arabic: كَانَ الْوَلَدُ جَالِسًا

It would be amply clear from the example that the verb كَانَ is in complete agreement with its subject which happens to be a singular masculine noun of third person. The noun اَلْوَلَدُ in the sentence above is the subject of كَانَ and therefore, it is in the nominative case with *ḍammah* i.e. raf'a at its terminal letter. The predicate 'sitting' i.e. جالسا is in the accusative case with *fatḥah* i.e. naṣb.

All (verbal*) nouns on the جَالِسٌ pattern are said to be singular and masculine. Such nouns can be changed into plural by suffixing to them وْنَ in the nominative case. In this case the letter preceding و will have *ḍammah* and the ن *fatḥah*. For example the plural of جالس will be:

جَالِسٌ + وْنَ = جَالِسُوْنَ

In the accusative and the genitive cases the و is replaced by the ى and accordingly the letter preceding ى is given a *kasrah*. The ن letter however, retains its fatḥah. For example the plural of جَالِسٌ in the accusative and the genitive cases will be: جَالِسِيْنَ.

Singular masculine nouns of this pattern can be changed into feminine gender by suffixing to it the round Ta ة. For example:

جَالِسٌ + ةٌ = جَالِسَةٌ

The round Ta ة declines normally in different cases.

About the feminine plurals of these feminine singular verbal nouns, we have to drop the round Ta ة and replace it with ا and normal stretched ت. In the nominative case** this ت will have *ḍammah* and in the accusative and genitive cases** it will have *kasrah* only. For example:

جَالِسَـ/ةٌ = جَالِسٌ

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* Verbal nouns are those which are derived from the verb.

** As explained earlier, the vowel i.e. حَرَكَة below or above the terminal letter of a noun indicates case and in this position they are technically termed as Raf'a for ḍammah, Naṣb for Fatḥah and Jarr for Kasrah.

جَالِسٌ + اتٌ = جَالِسَاتٌ Nominative case

جَالِسٌ + اتٍ = جَالِسَاتٍ Accusative and Genitive cases

It should be borne in mind that all feminine nouns ending in round Taة, do not have similar plurals particularly if they are not verbal nouns.

Plurals as mentioned in this lesson are known as sound plurals for masculine and feminine genders respectively.

Exercises

1 Translate the following into Arabic:

The class was full. All the students were present in the class. They were sitting and reading their lesson. The teacher also was present. He was standing infront of the black board. He was writing difficult words on the black board.

Shamim, why were you not present yesterday?

Sir, I was sick.

Hassan, Shanker & Joseph, You were also absent. Yes sir, we were also sick.

Miss Kanta, you were also absent?

Yes sir, I was busy at home. My mother was sick.

Shiela, Leela & Zainab, were you present yesterday?

No sir, we were absent. Asha, Usha & Bi were present in the class.

Translate the followinginto English:

ذَهَبْنَا مَرَّةً فِي نُزْهَةٍ اِلَى شَاطِئِ بَحْرٍ. كَانَ الشَّاطِئُ جَمِيْلاً وَ مُزْدَحِمًا بِالنَّاسِ. كَانَ النَّاسُ جَالِسِيْنَ وَ وَاقِفِيْنَ فِي جَمَاعَاتٍ. رَأَيْتُ بِنْتًا صَغِيْرَةً. كَانَتْ جَالِسَةً فِي ظِلِّ شَجَرَةٍ. كَانَتْ بَاكِيَةً. مَنْ أَنْتِ؟ لِمَاذَا اَنْتِ تَبْكِيْنَ؟ سَأَلْتُهَا.

فَقَالَتِ الْبِنْتُ: اَنَا نِهَادُ. كُنْتُ لَاعِبَةً هُنَا مَعَ اَخِي سَمِيْرَفَتَشَاجَرَ مَعِي وَ ذَهَبَ. لَمْ يَأْخُذْنِيْ مَعَهُ. فَاَخَذْتُهَا مَعِي. وَ ذَهَبْتُ مِنْ أُسْرَةٍ اِلَى أُسْرَةٍ حَتَّى رَأَتْهَا اُمُّهَا فَسَأَلَتْهَا: اَيْن كُنْتِ غَائِبَةً؟ وَفِي

نَفْسِ الْوَقْتِ ظَهَرَ الاَخُ وَ سَأَلَتْهُ اُمُّهُ: وَاَيْنَ كُنْتَ لَاعِباً؟
فَقَالَ الْوَلَدُ: كُنْتُ لَاعِباً مَعَ نِهَاد هُنَاكَ تَحْتَ الشَّجَرَةِ. فَقَالَتْ نِهَادُ: اَنْتَ ضَرَبْتَنِي وَ تَرَكْتَنِي. فَقَدِمَ الاَبُ وَقَالَ: اَيْنَ كُنْتُمْ كُلُّكُم؟ كُنْتُ بَاحِثًا عَنْكُمْ. فَتَرَكْتُهُمْ يَتَحَدَّثُونَ وَ ذَهَبْتُ اَتَجَوَّلُ مِنْ دُونِ هَدَفٍ.

3. Make sentences of all numbers and genders from the following nouns in simple past tense.

رَاجِعٌ . نَائِمٌ . سَاهِرٌ . كَاتِبٌ . قَادِمٌ.

Glossary

الكلمات العسيرة

Full; complete	(Adj. SM) مُكْتَمِلٌ/كَامِلٌ
Present; available	(Adj. SM) حَاضِرٌ
Calss; classroom	فَصْلٌ (SM) فُصُولٌ (P)
Reading; reader	قَارِئٌ (Adj. SM) قُرَّاءٌ (P)
Infront of	(functions like a preposition) اَمَامَ
Blackboard	سَبُّورَةٌ (SF) سَبُّورَاتٌ(P)
Yesterday	(indeclinable) اَمْسِ*
Sick	مَرِيضٌ (SM) مَرْضَى (P)
Absent	غَائِبٌ (Adj. SM) غَائِبُونَ (P)
Once	(Adv. of time) مَرَّةً
Beach; bank (of river)	شَاطِئٌ (SM) شَوَاطِئُ(P)
Room	غُرْفَةٌ (SF) غُرَفٌ(P)
Reading	قِرَاءَةٌ (NF)
Reading Room	غُرْفَةُ القِرَاءَةِ
Busy	مَشْغُولٌ (Adj. SM) مَشْغُولُونَ (P)

* Indeclinable word in Arabic retains its given vowel point at the terminal letter and it does not change in any circumstances. It is known as مَبْنِي in Arabic.

English	Arabic
Mother	أمٌّ (SF) أُمّهاتٌ (P)
Mother	وَالِدَةٌ (SF) وَالِداتٌ (P)
Picnic	نُزْهَةٌ (SF) نُزْهَاتٌ (P)
Sea	بَحْرٌ (SM) بِحارٌ (P)
Shade	ظِلٌّ (SM) ظِلَالٌ (P)
Tree	شَجَرَةٌ (NUF)
To Cry, to weep	بَكَى/ يَبْكِي/ بُكاءً
Crying, In the act of crying	بَاكي (بَاكٍ) (Adj. SM) بُكاةٌ (P)
Crying, in the act of crying	بَاكِيَةٌ (Adj. SF) بَاكِيَاتٌ(P)
Family	أُسْرَةٌ (SF) أُسَرٌ (P)
To, unto	حَتّى (Prep.)
At the same time	في نَفْس الوقتِ
To appear, to give audience	ظَهَرَ/ يَظْهَرُ/ ظُهُورًا
To play	لَعِبَ/ يَلْعَبُ/لَعِبًا
To roam around	تَجَوَّلَ/ يَتَجَوَّلُ/ تَجَوُّلاً
Player	لَاعِبٌ (SM) لاعِبُونَ (P)
Under	تَحْتَ (Prep.)
To beat, to hit	ضَرَبَ/ يَضْرِبُ/ ضَرْباً
To leave	تَرَكَ/ يَتْرُكُ/ تَرْكًا
Father	أبٌ (SM) آباءٌ (P)
Father	وَالِدٌ (SM) وَالِدُونَ (P)
Goal, aim	هَدَفٌ (SM) أهدَافٌ (P)
Without	مِنْ دُون
Aimlessly	مِنْ دُونِ هَدَفٍ

LESSON —16　　　　الدرس — ١٦

Negative Verb: Past And Present Imperfect
الفعل المنفى: الماضى والمضارع

One day Hamid went	فِيْ يَومٍ ذَهَبَ حَامِدٌ
to Shanker's house.	اِلَى بَيْتِ شَنْكَر.
Shanker received him with warmth	اسْتَقْبَلَهُ شَنْكَرُ بِحَرَارَةٍ
and said:	و قَالَ:
Welcome! my friend.	مرْحَباً! يَا صَدِيْقِى.
Hamid: Thank you my brother.	حامِدٌ: شُكْرًا لَكَ يَا اَخِى.
Shanker: How are you?	شَنْكَرُ: كَيْفَ حَالُكَ؟
Hamid: God be praised. I am fine.	حامِدٌ: اَلْحَمْدُ لِلّٰهِ، اَنَا بِخَيْرٍ.
And how are you?	وَكَيْفَ أَنْتَ؟
Fine! Praises be to God.	بِخَيْرٍ! اَلْحَمْدُ لِلّٰه.
Shanker: I do not see you	شَنْكَر: لَا اَرَاكَ
in the college now-a-days.	فِى الْكُلِّيَّةِ فِى هَذِهِ الاَيَّام.
Hamid: Yes, I am very busy	حامِد: نَعَمْ، اَنَا مَشْغُولٌ جِدًّا
these days.	فِى هَذِهِ الاَيَّام.
We have guests from London.	لَدَيْنَا ضُيُوفٌ مِنْ لُنْدُن.
That is why I did not go	لِذَلِكَ لَمْ اَذْهَبْ
to the college last week.	اِلَى الْكُلِّيَّةِ فِى الأُسْبُوعِ الْمَاضِى.
I shall not go to the college	لااَذْهَبُ اِلَى الْكُلِّيَّةِ
next week also.	فِى الأُسْبُوعِ الْقَادِمِ اَيْضًا.
I have come to inform you.	قَدِمْتُ لِإِخْبَارِكَ.
And this is the leave application.	وَ هَذَا طَلَبُ الإِجَازَةِ.
Please give it to the professor.	اعْطِه مِنْ فَضْلِكَ لِلأُسْتَاذِ.

Shanker: fine! any other service?	شَنْكَر: طَيِّبٌ! اَىّ خِدمَةٍ اُخرَىٰ؟
Hamid: Thanks a lot.	حَامِدٌ: شُكْرًا جَزِيْلًا.
Shanker: Mention not.	شَنْكَر: اَلعَفْو.
The tea came and Hamid and Shanker drank tea.	اَتَى الشَّاى وَ شَرِبَ حَامِدٌ وَ شَنْكَر الشَّاىَ.
Shanker: O' Hamid, did you go to London?	شَنْكَر: يَا حَامِد، هَلْ ذَهَبْتَ اِلَى لُنْدُن:
Hamid: No, I did not go.	حَامِدٌ: لَا، مَا ذَهَبْتُ.
Shanker: Will you go with your guests?	شَنْكَر: هَلْ تَذْهَبُ مَعَ ضُيُوْفِكَ؟
Hamid: No, I will not go with them.	حَامِدٌ: لَا، لَا اَذْهَبُ مَعَهُم.
I will go to London next month only after the examinations.	اَذْهَبُ اِلَى لُنْدُنَ فِيْ الشَّهْرِ الْقَادِمِ فَقَطْ بَعْدَ الإمْتِحَانَاتِ.
And after some time Hamid returned to his house.	وَبَعْدَ وَقْتٍ قَلِيْلٍ رَجَعَ حَامِدٌ اِلَى بَيْتِهِ.

Grammar:

Like anyother language, in Arabic also there are two kinds of statements:

a) Positive statement — البيان المثبت

b) Negative statement — البيان المنفى

a) The positive statement is the one which tells us about the happening of some act.

Example:

The boy drank water — شَرِبَ الْوَلَدُ الْمَاءَ

The boy drinks water — يَشْرَبُ الْوَلَدُ الْمَاءَ

b) Negative statement is the one that negates the happening of some act.

Example:

The boy did not drink water — مَا شَرِبَ الْوَلَدُ الْمَاءَ

The boy does not drink water — لَا يَشْرَبُ الْوَلَدُ الْمَاءَ

To render the positive statement of the past tense into the negative statement we can employ two methods:

i) We can use the negative particle ما before the past tense verb of the positive sense.

Example:

He drank	شَرِبَ
He did not drink	مَاشَرِبَ
He opened	فَتَحَ
He did not open	مَا فَتَحَ
He ate	أَكَلَ
He did not eat	مَا أَكَلَ
He went	ذَهَبَ
He did not go	مَاذَهَبَ
He came	قَدِمَ
He did not come	مَاقَدِمَ

ii) The other way to obtain the past negative is by using the particle لَمْ. However it is used before the present imperfect verb of the positive sense.

Example:

He drinks	يَشْرَبُ
He did not drink	لَمْ يَشْرَبْ

As it would be evident from the example above the negative particle لَمْ is used before the present imperfect verb of poistive sense. However, the meaning changes into the negative past. This negative particle لَمْ which is introduced before the present imperfect of the positive sense to bring about the past negative meaning, functions by causing 'sokoon' to the terminal letter of the present imperfect verb and additionally causing all the terminal 'noons i.e. ن to drop except the 'noon' of II & III persons plurals of the feminine gender. In the following is given the full conjugation of يَشْرَبُ preceded by the negative particle لَمْ as explained above:

He did not drink	لَمْ يَشْرَبْ
They (PM) did not drink	لَمْ يَشْرَبُوْا

She did not drink	لَمْ تَشْرَبْ
They (PF) did not drink	لَمْ يَشْرَبْنَ
You (SM) did not drink	لَمْ تَشْرَبْ
You (PM) did not drink	لَمْ تَشْرَبُوا
You (SF) did not drink	لَمْ تَشْرَبِي
You (PF) did not drink	لَمْ تَشْرَبْنَ
I (SMF) did not drink	لَمْ اَشْرَبْ
We (PMF) did not drink	لَمْ نَشْرَبْ

Similarly, the present imperfect verbs of the positive sense can be changed into the negative by just placing the negative particle لَا before it.

Example:

He drinks	يَشْرَبُ
He does not drink	لَا يَشْرَبُ
He opens	يَفْتَحُ
He does not open	لَا يَفْتَحُ
He eats	يَاكُلُ
He does not eat	لَا يَاكُلُ
He goes	يَذْهَبُ
He does not go	لَايَذْهَبُ
He comes	يَقْدَمُ
He does not come	لَا يَقْدَمُ

This combination of لا and the present imperfect verb negates the statement in the present context as would be amply clear from the list of verbs above. It may also give the negative meaning in present continuous and future provided there is reason for it, For example:

The student will not go	لَا يَذْهَبُ الطَّالِبُ
to the school tomorrow.	إِلَى الْمَدْرَسَةِ غَدًا

Here the adverb of time غدا i.e. tomorrow in the sentence causes the act of the verb يذهب to extend to embrace futurity.

However, when لن is introduced before the present imperfect verb of the positive sense the meaning changes into the future negative only. For example:

The boy will not/never drink water — لَنْ يَشْرَبَ الْوَلَدُ الْمَاءَ

In this case the last letter of the present imperfect takes the *fatha* and all the 'noon' letters are dropped except the 'noons' of the II & III persons plurals of the feminine gender. Below is produced the full conjugation of لَن يَّشْرَبَ for future guidance.

He will not drink	لَنْ يَشْرَبَ
They (PM) will not drink	لَنْ يَشْرَبُوا
She will not drink	لَنْ تَشْرَبَ
They (PF) will not drink	لَنْ يَشْرَبْنَ
You (SM) will not drink	لَنْ تَشْرَبَ
You (PM) will not drink	لَنْ تَشْرَبُوا
You (SF) will not drink	لَنْ تَشْرَبِى
You (PF) will not drink	لَنْ تَشْرَبْنَ
I (SMF) will not drink	لَنْ اَشْرَبَ
We (PMF) will not drink	لَنْ نَشْرَبَ

Note that (1) Maa i.e. مَا and Laa i.e. لَا are negative paricles which are placed before Maaḍi i.e. مَاضِى and muḍaari'a i.e. مضارع as shown in this lesson above. However, deviations in use are acceptable, specially in the spoken Arabic. Even though in the past negative Maa i.e. ما introduces the negative meaning in a sentence however, if this negative meaning is repeated then Laa i.e. لا is used for any number of times, e.g.

مَا أَكَلْتُ وَ لَا شَرِبْتُ

I did not eat and I did not drink i.e.

I did not eat & drink

or

I did not eat nor did I drink.

and

مَا حَفِظْتُ وَ لَا قَرَأْتُ وَ لَا كَتَبْتُ

I did not memorize nor did I read or write. etc.

(2) Silencing vowel mark which is a small circle (ْ) above a letter in a word preceded by a vowelled letter is used to indicate a syllable. This circle is called sokoon i.e. سكون. For example: Sokoon above Raa in غُرْفَةٌ indicates that غُرْ i.e. غ & ر together make one syllable, Fa with Fatḥah above makes another syllable and Ṭaa marbooṭa makes the third syllable. Where sokoon is caused to be placed above the terminal letter of a word, it is known as Jazm i.e. جزم and the noun or verb is called Majzoom i.e. such a verb or noun is supposed to be in the apocopate and jussive mood respectively.

(3) When Lan i.e. لَنْ precedes the Mudaari'a verb, it causes Fatḥah to the last letter of the verb or causes all 'noons' to drop as explained in this lesson above. In this case the verb is considered to be in the subjunctive mood.

Exercises:

1. Translate the following into Arabic:

He is my friend Samir. He lives in Calcutta. This is his wife Sarita. She also lives in Calcutta with her husband and children. And these are Amir, Ritesh and Babu. They study in a college in Delhi.

Why have you come to Delhi, Mr. Samir? I have come to see my sons. And you, Mrs. Sarita Samir, why have you come? I have also come to see my children in the college.

Have your children come here to receive you? Yes, here they are.

Hello! Children, how are you? Fine, sir. Thank you. Where will you all go now? Now we will go to our uncle. He lives here in Delhi. This is his daughter Shiela.

Hello, Miss Shiela, how are you? Fine! Thank you. Miss. Shiela, do you also study in the college? Yes, I study in a college in Delhi. Who are these girls? They are Sunaina, Priya and Zainab. They are my friends.

Hello! do you also go to the college? Yes, we go to the college with shiela.

O.K. I will go now. I will come tomorrow.

2. Translate the following into English:

رَجَعَ وَلَدٌ مِنْ مَدْرَسَتِهِ مُبَكِّرًا فِي يَوْمٍ فَقَالَتْ لَهُ اُمُّهُ: اَلَمْ تَذْهَبْ اِلَى مَدْرَسَتِكَ الْيَوْمَ يَا وَلَدِيْ؟ فَأَجَابَ الْوَلَدُ: ذَهَبْتُ وَ لَكِن اُسْتَاذِيْ لَمْ يَقْدَمْ. فَقَالَتِ الْاُمُّ: وَهَلْ رَجَعَ كُلُّ الطُّلَّابِ؟ فَرَدَّ الْوَلَدُ: لَا، لَمْ يَرْجِعُوا. اَنَا وَحْدِى رَجَعْتُ. وَلِمَاذَا رَجَعْتَ اِلَى الْمَنْزِلِ؟ سَأَلَتْهُ اُمُّهُ. فَقَالَ الْوَلَدُ: ذَهَبَ الطُّلَّابُ اِلَى حَدِيْقَةِ الْحَيَوَانَاتِ وَ اَنَا لَمْ أَذْهَبْ. وَبِالْمُنَاسَبَةِ، مَتَى تَذْهَبِيْنَ اِلَى السُّوقِ لِشِرَاءِ الْحَاجِيَاتِ؟ اُرِيْدُ قَلَماً. لَقَدْ اِنْكَسَرَ قَلَمِيْ. فَقَالَتِ الْاُمُّ: نَذْهَبُ سَوِيًّا فِي الْمَسَاءِ. فَأَجَابَ الْوَلَدُ: لَا نَذْهَبُ هَذَا الْمَسَاءَ لِأَنَّ اَصْدِقَائِي مِنَ الْمَدْرَسَةِ يَقْدَمُونَ اِلَيَّ. نَحْنُ نَذْهَبُ لِمُشَاهَدَةِ فِلْمٍ. فَقَالَتِ الْاُمُّ. تَذْهَبُونَ لِلْفِلْمِ وَ لَا تَذْهَبُونَ لِزِيَارَةِ الْاُسْتَاذِ الْمَرِيْضِ، هَذَا غَيْرُ مَعْقُولٍ يَا وَلَدِى. فَخَجِلَ الْوَلَدُ وَقَالَ: اَحْسَنْتِ يَا اُمِّى. نَبَّهْتِنِى. لَنْ اَذْهَبَ لِلْفِلْمِ هَذَا الْمَسَاءَ. اَذْهَبُ لِزِيَارَةِ اُسْتَاذِى الْمَرِيْضِ.

3. Write a paragraph in Arabic using verbs in jussive and subjunctive moods.

4. Choose some verbs to write their conjugations in jussive & subjunctive moods.

Glossary	اَلْكَلِمَاتُ العَسِيْرَةُ
To receive	اِسْتَقْبَلَ / يَسْتَقْبِلُ / اِسْتِقْبَالًا
With warmth; warmly	بِحَرَارَةٍ
To say	قَالَ / يَقُوْلُ / قَوْلًا
Saying	قَائِلًا (gerund)
O'	يَا
(vocative compulsorily used in Arabic but rarely translated in English)	
One day	فِيْ يَومٍ
Thank you	شُكْرًا لَكَ
To see	رَأَى / يَرَى / رُؤْيَةً
Busy	مَشْغُولٌ (SM) مَشْغُولُونَ (P)

Very; very much	(Adv. of manner) جِدًّا
We have	لَدَيْنَا
Guest	ضَيْفٌ (SM) ضُيُوفٌ (P)
To inform you	لِإِخْبَارِكَ

Infinitive meaning in Arabic is obtained by introducing لِ meaning 'for' before the infinitive form (i.e. gerundal form) of the concerned verb. For example:

(1) He informed	(Past imperfect)	أَخْبَرَ
(2) He informs	(Present imperfect)	يُخْبِرُ
(3) To inform	(Infinitive form)	إِخبارٌ

The form mentioned at serial no. 3 is known as the infinitive form (gerundal form) and generally it is preceded by لِ to render the meaning in the English infinitive.

Group	جَمَاعَةٌ (SF) جَمَاعَاتٌ (P)
People	إِنْسَانٌ (SM) أُنَاسٌ (P)
Shade	ظِلٌّ (SM) ظِلَالٌ (P)
Tree	شَجَرَةٌ (SF) شَجَرَاتٌ (P)
Weeping; crying	بَاكِي (VN/ SM) بُكَاةٌ *
To ask	سَأَلَ / يَسْأَلُ / سُؤَالاً
Playing; player	لَاعِبٌ (VN/ SM) لَاعِبُونَ
To quarrel	تَشَاجَرَ / يَتَشَاجَرُ / تَشَاجُرًا
Family	أُسْرَةٌ (SF) أُسَرٌ (P)
At the same time	فِي نَفْسِ الْوَقْتِ
To appear	ظَهَرَ / يَظْهَرُ / ظُهُورًا

* Verbal nouns i.e. nouns derived from verbs/ adjectives terminating in Yaa ى preceded by Kasrah are made into plural on the pattern of فُعَاةٌ as in the case of بَاكِي & بُكَاةٌ and سَاعِي & سُعَاةٌ (postman).

To beat	ضَرَبَ/ يَضْرِبُ/ ضَرْبًا
To leave	تَرَكَ/ يَتْرُكُ/ تَرْكًا
Searching (for) ; Looking (for) (VN/SM)	بَاحِثٌ (عَنْ)
To talk	تَحَدَّثَ/يَتَحَدَّثُ/ تَحَدُّثًا
To roam about	تَجَوَّلَ/يَتَجَوَّلُ/ تَجَوُّلاً
Without	مِنْ دُونِ
Aim	هَدَفٌ (SM) أهْدَافٌ (P)
That is why	لِذَلِكَ
Application	طَلَبٌ (SM) طَلَبَاتٌ (P)
Leave	إجَازَةٌ (SF) إجَازَاتٌ (P)
To give	أعْطَى/ يُعْطِي/ إعْطَاءً
Please	مِنْ فَضْلِكَ
With	مَعَ (Prep.)
Only	فَقَطْ
Examination	اِمْتِحَانٌ (SM) اِمْتِحَانَاتٌ (P)
To return	رَجَعَ/ يَرْجِعُ/ رُجُوعًا
Calcutta	كَلْكَتَا
Wife	زَوْجَةٌ (SF) زَوْجَاتٌ(P)
Why	لِمَاذَا
To see	لِرُؤْيَةِ (infinitive)
Son	اِبْنٌ (SM) أبْنَاءٌ (P)
I have come	قَدْ+ قَدِمْتُ
Child	طِفْلٌ(SM) أطْفَالٌ (P)
To receive	لِاسْتِقْبَالِ (infinitive)
Here they are	هَا هُمْ هَؤُلَاءِ
Hello	آلُو
Uncle	عَمٌّ (SM) عُمُومٌ (P) أعْمَامٌ (P)
To live	سَكَنَ/ يَسْكُنُ/سُكُونًا

Delhi	دِلْهِي
Daughter	بِنْتٌ (SF) بَنَاتٌ (P)
Who	مَنْ
O.K.	طَيِّبٌ
O.K.	حَسَنًا
Early	مُبَكِّرًا
To answer	اَجَابَ/ يُجِيْبُ/اِجَابَةً
To say	قَالَ /يَقُولُ/قَوْلاً
Alone	وَحْدًا (وَحْدَه)
House	مَنْزِلٌ(SM)مَنَازِلُ (P)
To ask	سَأَلَ/ يَسْأَلُ/ سُؤَالاً
Zoo	حَدِيْقَةُ الْحَيَوَانَاتِ
Incidentally	بِالْمُنَاسَبَةِ
When	مَتَى
Market	سُوْقٌ (SF) اَسْوَاقٌ(P)
To buy	لِشِرَاءِ(infinitive)
Needs (necessities)	حَاجِيَاتٌ
To want	اَرَادَ/ يُرِيْدُ/ إِرَادَةً
To break	اِنْكَسَرَ/ يَنْكَسِرُ/اِنْكِسَاراً (Reflexive meaning)
Together	سَوِيًّا
All	كُلٌّ *
Evening	مَسَاءٌ

---

* كُلّ is a noun and it declines like anyother noun. It is placed in construct position with another noun. It means 'every' before a singular common noun. For example:

Every boy/ Each boy كُلُّ وَلَدٍ

When it is placed before a plural defined noun it means 'all'. For example:

All the boys كُلُّ الأَوْلَادِ

Because	لِأَنَّ
To me	إِلَيَّ
To see/ watch (infinitive)	لِمُشَاهَدَةِ
Film	فِلْم (SM) أَفْلَامٌ (P)
To be ashamed/ embarassed	خَجِلَ / يَخْجَلُ / خَجَلاً
To visit	لِزِيَارَةِ (infinitive)
Sick	مَرِيضٌ (SM) مَرْضَى (P)
Unbecoming; unreasonable	غَيْرُ مَعْقُوْلٌ
To do well	أَحْسَنَ / يُحْسِنُ / إِحْسَانًا
To remind, warn	نَبَّهَ / يُنَبِّهُ / تَنْبِيهاً
To come	أَتَى / يَأْتِي / إِتْيَانًا

LESSON — 17 الدرس — ١٧

Derived Forms Of Verbs
الافعال المزيد فيها

One sunday in the noon I was sitting	ذَاتَ يَوْمِ أَحَدٍ فِي الظُّهْرِ كُنْتُ اَجْلِسُ
in my study-room	فِي غُرْفَةِ دِرَاسَتِي
reading a magazine	أَقْرَأُ مَجَلَّةً
when suddenly	إِذْ
my youngest son entered.	دَخَلَ ابْنِي الْأَصْغَرُ.
He stood beside me for a while,	فَوَقَفَ بِجَانِبِي قَلِيْلاً
then he proceeded towards my table	ثُمَّ تَقَدَّمَ اِلَى طَاوِلَتِي
and climbed up the chair placed	وَطَلَعَ الْكُرْسِيَّ الْمَوْضُوعَ
beside it.	بِجَانِبِهَا.
He started playing with the books	اَخَذَ يَلْعَبُ بِالْكُتُبِ
and the stationery placed on it.	وَاَدَوَاتِ الْكِتَابَةِ الْمَوضُوعَةِ عَلَيْهَا.
He took my pen and a sheet of paper	اَخَذَ قَلَمِي وَوَرَقَةً
and started drawing lines	وَأَخَذَ يَرْسُمُ خُطُوطًا
on the paper as if he were writing.	عَلَى الْوَرَقَةِ، كَأَنَّهُ يَكْتُبُ.
I left the chair and walked	تَرَكْتُ الْكُرْسِيَّ وَ مَشَيْتُ
towards him.	نَحْوَه.
I went close to him but I found that he had	اِقْتَرَبْتُ مِنْهُ وَلَكِنَّنِي وَجَدْتُ اَنَّهُ
broken its nib.	كَانَ قَدْ كَسَّرَ رِيشَتَهُ.
I put him down from the chair	فَاَنْزَلْتُهُ مِنَ الْكُرْسِيِّ
against his will.	عَلَى رَغْمِ اَنْفِهِ.
And I started restoring everything	وَاَخَذْتُ اُرْجِعُ كُلَّ شَيْءٍ
to its place on the table.	اِلَى مَكَانِهِ عَلَى الطَّاوِلَةِ.

When I was busy arranging	عِنْدَمَا كُنْتُ مَشْغُولاً اُرَتِّبُ
the table, he turned to the magazine	الطَّاوِلَةَ تَوَجَّهَ اِلَى الْمَجَلَّةِ
and (he) started turning its pages.	وَأَخَذَ يَتَصَفَّحُهَا .
When I was free from the table	وَلَمَّا فَرَغْتُ مِنَ الطَّاوِلَةِ
and paid attention to him,	وَالتَفَتُّ اِلَيْهِ
I found that he had torn it.	وَجَدْتُ اَنَّهُ كَانَ مَزَّقَهَا.
I went to him	ذَهَبْتُ اِلَيْهِ
and held him by his hand	وَ مَسَكْتُهُ بِيَدِهِ
and turned him out of my room.	وَأَخْرَجْتُهُ مِنْ غُرْفَتِي.
He started weeping	فَاَخَذَ يَبْكِي
and went to his mother in the kitchen.	وَ ذَهَبَ اِلَى اُمِّهِ فِي الْمَطْبَخِ.
His mother started fondling him	اَخَذَتْ اُمُّهُ تُدَاعِبُهُ
and gave him milk in a cup to drink.	وَ اَعْطَتْهُ اللَّبَنَ فِي كُوْبٍ لِلْشُّرْبِ.
He became quiet and came to me	فَسَكَتَ وَجَاءَ اِلَيَّ
with the cup of milk.	بِكُوبِ اللَّبَنِ.
He sat on the floor	جَلَسَ عَلَى الْاَرْضِ
and drank the milk.	وشَرِبَ اللَّبَنَ.
Then he tried to put the cup on	ثُمَّ حَاوَلَ اَنْ يَضَعَ الْكُوبَ عَلَى
the table.	الطَّاوِلَةِ.
The cup fell down and broke.	فَسَقَطَ الْكُوبُ وَانْكَسَرَ.
After that he came to me.	بَعْدَ ذَلِكَ قَدِمَ اِلَيَّ.
I pretended that I was angry	فَتَظَاهَرْتُ اَنَّنِي كُنْتُ غَاضِبًا
with him.	مِنْهُ.
He started talking to me about this	فَأَخَذَ يَتَحَدَّثُ عَنْ هَذَا
and that in his innocent voice inviting	وَ ذَاكَ بِصَوْتِهِ الْبَرِئِ يَسْتَلْفِتُ
my attention towards him.	اِنْتِبَاهِي اِلَيْهِ.
I laughed and began to tickle him till	فَضَحِكْتُ وَ اَخَذْتُ اُدَغْدِغُهُ حَتَّى
his cheeks turned red.	احْمَرَّتْ وَجْنَتَاهُ.

I let him off and he left the room.	فَتَرَكْتُهُ وَ خَرَجَ مِنَ الْغُرْفَةِ
After some time he returned with his toy.	وَبَعْدَ قَلِيْلٍ رَجَعَ بِأُلْعُوبَتِهِ.
Then he pulled a chair and put it	ثُمَّ جَرَّ كُرْسِيًّا وَوَضَعَهُ
infront of me and we sat face to face	اَمَامِي وَجَلَسْنَا نَتَقَابَلُ
playing together (with each other).	وَ نَتَلَاعَبُ.

Grammar:

In terms of number of original letters that constitute an Arabic verb, there are three varieties of Arabic verbs. They are as follows:

(i) ثُلَاثِي , triliteral i.e. composed of three root letters. These triliteral verbs constitute the majority of the Arabic verbs.

(ii) رُبَاعِي , quadriliteral i.e. composed of four root-letters. We sparingly encounter these quadriliteral verbs. However they do exist and form the next majority or rather the major minority in the Arabic Verbs.

(iii) خُمَاسِي , quintuple i.e. composed of five root-letters. These verbs are the rarest to come across with. They are the counted few and are cited only as examples in the books of grammar. These verbs, composed of three or four or five original or root-letters are known in Arabic as الافعال المجردة i.e. verbs of the first stem.

When some other letters are added to these original verbs to extract fresh forms from the verbs, such extracted forms of the verbs are known in Arabic as الافعال المزيد فيها i.e. the derived forms of the verbs.

It has been explained in the foregoing lines that the triliteral verbs form the biggest majority of the Arabic verbs, so much so that we can easily dispense with the quadriliteral and quintuple verbs if we make a little effort. It is therefore, I shall tell you only about the triliteral verbs of the first stem and their derived forms.

In simple triliteral verbs (i.e. those consisting of three different consonant letters) the first and the third letters (III person singular masculine form) always, invariably carreis the fatḥah. The second letter may, however carry either *fatḥah* or *kasrah* or *ḍammah*. For example:

ذَهَبَ	He went
سَمِعَ	He heard
كَبُرَ	He was big

Another variety of triliteral verbs is that which consists of one or two weak letters beside one or two consonant letters. This weak letter or letters may either occur in the beginning or middle or the end. For example:

عَدَا	He ran
مَشَى	He went
قَالَ	He said

The foregoing variety of verbs is popularly known as irregualr triliteral verbs. It is slightly problematic to conjugate them. (For conjugation patterns of these verbs, see appendix.

The third variety of triliteral verbs is that which consists of two identical letters i.e. the second & the third letters are one and the same. It is therefore these two letters are written as one and said twice with the help of shaddah. On the face value, such verbs appear to be biliteral i.e. composed of two root- letters. However, in reality and for all practical purposes they are fully triliteral verbs. For example:

مَدَّ (مَدَدَ)	He stretched
فَرَّ (فَرَرَ)	He ran away

These triliteral verbs of the first stem are categorised under form (i). Now, let us take up the derived forms of the triliteral verbs. For our convenience we can divide them into three categories: A, B and C.

(A) Verbs having only one additional letter in excess of the three originals. This may be wrought:

(ii) By doubling the second root-letter e.g. رَجَّعَ to restore; to return s. th. (from رَجَعَ to return i.e. to come back or to go back).

In terms of meaning, it changes an intransitive or reflexive verb into transitive. Its normal infinitive verbal form is on the pattern of تَفْعِيل as we find تَرْجِيع in the case of رَجَّعَ .

iii) By adding one Alif after the first root-letter e.g. دَاعَبَ to fondle (from دَعَبَ to joke).

In terms of meaning, it normally expresses the application of the act of the root form to another person. This form is always transitive. Its infinitive verb is always drawn on the pattern of مُفَاعَلَة as we find in the case of مُدَاعَبَة from دَاعَبَ

iv) By adding one Alif before the first root-letter. e.g. أَنْزَلَ to take (s.o.) down (from نَزَلَ to get down).

This additional Alif changes the meaning of the intransitive verb into transitive and that of the transitive into double transitive. This form of verb is popularly known as causative. Its infinitive verb is drawn on the pattern of إِفْعَال as we find إِنْزَال from أَنْزَلَ.

B) Verbs having two additional letters in excess of the three originals. This may be wrought:

v) By placing ت before the first root-letter and doubling the second root-letter. e.g. تَقَدَّمَ to move ahead (from قَدِمَ to come).

In terms of meaning, this from is normally the reflexive of form (ii). For example قَدَّمَ means to move some one or some thing ahead and تَقَدَّمَ means to move ahead oneself.

Its infinitive verb is drawn on the pattern of تَفَعُّل , as we find تَقَدُّم in the case of تَقَدَّمَ.

vi) By adding ت before the first root-letter and interfixing Alif after the first root letter. e.g. تَلَاعَبَ to play together (from لَعِبَ to play).

It is normally the reflexive of form (iii). For example لَاعَبَ means play with and تَلَاعَبَ means to play together. Also that لَاعَبَ pattern takes subject and the object. e.g. لَاعَبَ الْوَلَدُ بِنْتًا : The boy played with a girl , whereas تَلَاعَبَ takes only the subject, e.g. تَلَاعَبَ الْوَلَدُ وَالْبِنْتُ : the boy and the girl played together.

ts infinitive verb is drawn on the pattern تَفَاعُل, as we find تَلَاعُب from تَلَاعَبَ.

(vii) By adding ا & ن before the three root-letters. e.g. اِنْكَسَرَ to be broken (from كَسَرَ to break).

It changes a transitive verb into a reflexive verb. It may also be treated as passive for all practical purposes. Its infinitive verb form is drawn on the pattern of اِنْفِعَال as we find اِنْكِسَار from اِنْكَسَرَ.

(viii) By adding ا before the first and ت after the first root-letter.e.g. اِلْتَفَتَ to pay attention (from لَفَتَ to drawn attention).

It is difficult to relate it with any particular shade of meaning i.e. reflexive or intransitive or passive etc. however, in a large number of cases, this verb pattern changes the transitive verb into reflexive. Its infinitive verb is drawn on the pattern of اِفْتِعَال as in the case of اِلْتِفَات from اِلْتَفَتَ .

(ix) By adding ا before the first root-letter and doubling the last root-letter.e.g. اِعْوَجَّ to be crooked (from عَوِجَ to be bent).

This verb pattern is reserved for describing colours or physical defects. Its infinitive verb is drawn on the pattern of اِفْعِلَال as in the case of اِعْوِجَاج from اِعْوَجَّ.

(C) Verbs having three additional letters in excess of the three root-letters. This is wrought:

(x) By adding ا ، س & ت respectively before the three root-letters of the verb. e.g. اِسْتَلْفَتَ to request some one's attention (from لَفَتَ, to draw attention).

This verb pattern is employed to express desire or request and such other relative meanings. Its infinitive is drawn on the pattern of اِسْتِفْعَال, as in the case of اِسْتِلْفَات from اِسْتَلْفَتَ.

Apart from these verb patterns from (i) to (x) , there are five more patterns. However, they are sparingly used.

I have given alongside each verb pattern the shade of meaning for which it is ordinarily employed. However, it also should be made amply clear that it is not essential that a particular verb pattern from all verbs shall always

have the same shade of meaning. It might have a different shade of meaning as well.

Theoretically speaking, we can derive all the verb patterns from a single verb consisting of three root-letters. However practically it does not obtain in the case of all the verbs. Some root-verbs might have only three verb-patterns in practical use. Some others might have four, five or six, while some others might have more than this. However, no verb can necessarily provide all the forms.

The conjugation of all the derived verbs is the same as that of the triliteral original verbs. In other words same prefixes, interfixes and suffixes are used in the conjugation of the derived verbs. Please see appendix for sample conjugations.

Exercises:

1. (a) Translate into Arabic:

(1) Did you receive your brother's letter?

(2) I want to employ one maid-servant for the house chores.

(3) I don't expect any good from him now.

(4) He threw a stone at the sleeping dog.

(5) Has the postman delivered your parcel to you?

(6) I know that you helped me a lot in that difficult time.

(7) We sat together and spoke about our past days.

(8) We shall meet here tomorrow again.

(9) The bottle fell down and was broken.

(10) Has he gone to his college?

(b) I had great desire to visit Varanasi. This city of Varanasi is famous for its sarees, temples and the river Ganges. But every time I prepared to go there, some thing or other prevented me from it. No solid opportunity came my way to go there. One day I was very happy. Finally, a very solid opportunity was there. Banaras Hindu University

had invited me to conduct viva voce examination for two Ph. D students in Arabic. On receiving this invitation I rushed to the railway booking office to reserve my ticket. I always prefer train journey to air journey. The booking office was crowded with people. People were standing in long queues. I also stood in one queue. Soon I realised that the queues were moving fast. In a few minutes time I found myself facing the counter clerk. He received me with courtesy and smiled to me gently. I handed over to him my reservation form with requisite information. He passed a look at my form. After that his fingers began to tap the keys of the computer. Fortunately reservation for my date was available. He gently asked me money for the ticket. I took out my purse from my pocket and gave him the money. He received the money and handed over my ticket to me. I smiled to him in thanks-giving and he smiled to me in return.

(2) Translate into English:

(a)

(1) أَرْكَبْتُهُ فِي سَيَّارَتِي وَ ذَهَبْتُ بِهِ إِلَى الْمُسْتَشْفَى.

(2) إِسْتَقْبَلَنِي مُضِيفِي عَلَى بَابِ مَنْزِلِه.

(3) قَدَّمَ لِيَ الْغَارِسُون فِنْجَانَ شَاي سَاخِنٍ.

(4) كانَ يَمْشِي عَلَى الْمَاءِ فَانْزَلَقَ.

(5) هَلْ سَتُسَافِرُ إِلَى لُنْدُنْ فِي الشَّهْرِ الْقَادِمِ.

(6) لَا أَتَذَكَّرُ إِسْمَ مُدَرِّسِي.

(7) تَصْفَرُّ الْعَيْنَانِ فِي مَرَضِ الْيَرْقَانِ.

(8) يَجِبُ أَنْ نَحْتَرِمَ أَسَاتِذَتَنَا.

(9) جَلَسْنَا نَتَبَادَلُ الْحَدِيثَ عَنْ ذِكْرَيَاتِ الماضِي.

(10) سَمِعْتُ صَوْتاً مُزْعِجاً وَاسْتَيْقَظْتُ مِنَ النَّوم.

(b) بَعْدَ إِكْمَالِ دِرَاسَاتِي فِي الْجَامِعَةِ ضَيَّعْتُ كَثِيرًا مِنْ وَقْتِي الْغَالِي فِي الْبَحْثِ عَنْ وَظِيفَةٍ حُكُومِيَّةٍ. تَقَدَّمْتُ بِطَلَبَاتٍ إِلَى الوِزَارَاتِ والسِّفَاراتِ وَالْمَكَاتِبِ الْحُكُومِيَّةِ و غَيْرِ الْحُكُومِيَّةِ وَ لَكِنْ لِلأَسَفِ اَلْجَوَابُ كانَ 'لَا'.

ذَاتَ يَوْمٍ فِيْ الصَّبَاحِ كُنْتُ جَالِسًا فِي فِنَاءِ بَيْتِي أَتَصَفَّحُ الْجَرِيْدَةَ إِذْ سَمِعْتُ طَرْقَةً على الْبَابِ. فَتَحْتُ الْبَابَ ورَأيْتُ صَدِيْقِي. كَانَ زَمِيْلِي فِي الدِّرَاسَةِ فِي الْجَامِعَةِ. فَأَدْخَلْتَهُ الْمَنْزِلَ وَرَافَقْتُهُ إِلَى غُرْفَةِ الإِسْتِقْبَالِ وَجَلَسْنَا نَتَقَابَلُ. عِنْدَمَا كُنَّا مَشْغُولِيْنَ فِي الْحَدِيْثِ عن الأَيَّامِ الْغَابِرَةِ جَاءَ تْ أُخْتِي مَعَ الشَّاى و الْبَسْكَوِيت. سَأَلْتُ صَدِيْقِي عَنْ عَمَلِه فقال لي مَصنَعٌ صَغِيْرٌ لِلْأَلَاعِيْبِ اللَّدُنِّيَّةِ (البِلَاسْتِكِيَّةِ). شَرَعْتُ الْعَمَلَ فِيهِ بِنَفْسِي أَوَّلًا، ثُمَّ رُوَيْدًا رُوَيْدًا إِسْتَخْدَمْتُ بَعْضَ الْعَامِلِيْنَ. والآنَ هُنَاكَ عِشْرُونَ شَخْصًا يَعْمَلُونَ فِي هَذا المَصنع وَأَنَاالْحَمْدُ للهِ سَعِيْدٌ. فَاقْتَرَبْتُ منه بِاهْتِمَامٍ وَ سَأَلْتُهُ اسْئلَةً. فَبَادَلَنِي الإهتِمَامَ بالإهْتِمامِ ووَعَدَنِي بِكُلِّ الْمُسَاعدَةِ. فَعَزَمْتُ أيضًا عَلَى بَذْءِ عَمَلٍ مِثْلَهُ حَتَّى لَا يَضِيعَ الْمَزِيْدُ مِنْ وقْتي.

(3) Separate all the derived verbs from the foregoing passage and use them in sentences of your own in their different forms i.e. singular & plural forms etc.

Glossary	الكلمات العسيرة
To receive (s. th.)	إِسْتَلَمَ / يَسْتَلِمُ / إِسْتِلَامًا
To employ	إِسْتَخْدَمَ / يَسْتَخْدِمُ / إِسْتِخْدَامًا
Maid-servant	خَادِمَةٌ (SF) خَادِمَاتٌ (P)
House chores	اَعْمَالٌ مَنْزِلِيَّةٌ
To expect	تَوَقَّعَ / يَتَوَقَّعُ / تَوَقُّعًا
Good	خَيْرٌ (Adj. SM)
To throw	اَلْقَى / يُلْقِي / إِلْقَاءً
Stone	حَجَرٌ (SM) اَحْجَارٌ (P)
Sleeping	نَائِمٌ (Adj. SM)
Postman	سَاعِي الْبَرِيْدِ
To deliver	سَلَّمَ / يُسَلِّمُ / تَسْلِيْمًا
Parcel	طَرْدٌ (SM) طُرُوْدٌ (P)
To help	سَاعَدَ / يُسَاعِدُ / مُسَاعَدَةً
A lot	كَثِيْرٌ (Adj.)

Difficult	صَعْبٌ (Adj. SM)
To sit together	تَجَالَسَ / يَتَجَالَسُ / تَجَالُسًا
To speak (together)	تَحَادَثَ يَتَحَادَثُ / تَحَادُثاً
Day	يَوْمٌ (SM) أيَّامٌ (P)
Past	مَاضِي (Adj. SM)
To meet; to assemble	اِجْتَمَعَ / يَجْتَمِعُ / إجْتِمَاعًا
Once again	مَرَّةً أُخرىٰ (Adv. of time)
Bottle	زُجَاجَةٌ (SF) زُجَاجَاتٌ (P)
To fall down	سَقَطَ / يَسْقُطُ / سُقُوْطاً
To be broken	اِنْكَسَرَ / يَنْكَسِرُ / اِنْكِسَارًا
College	كُلِّيَّةٌ (SF) كُلِّيَّاتٌ (P)
To make s. o. ride; to give a lift	أرْكَبَ / يُرْكِبُ / إرْكَاباً
To go	ذَهَبَ / يَذْهَبُ / ذَهَاباً
To take (s. o., s. th.) to	ذَهَبَ / يَذْهَبُ / ذَهَابًا (ب)
Hospital	مُسْتَشْفَى(SM) مُسْتَشْفَيَاتٌ (P)
To receive (s.o.)	اِسْتَقْبَلَ / يَسْتَقْبِلُ / اِسْتِقْبَالاً
House	مَنْزِلٌ (SM) مَنَازِلُ(P)
To offer	قَدَّمَ / يُقَدِّمُ / تَقْدِيْماً
Garcon, service boy	غَارْسُون
Waiter	نَادِلٌ (SM) نُدُلٌ (P)
Cup	فِنْجَانٌ (SM) فَنَاجِيْنُ(P)
Hot	سَاخِنٌ (Adj. SM)
To walk	مَشَى / يَمْشِي / مَشْيًا
To slip	اِنْزَلَقَ / يَنْزَلِقُ / اِنْزِلَاقًا
To travel	سَافَرَ / يُسَافِرُ / مُسَافَرَةً
London	لَنْدَن
Month	شَهْرٌ (SM) شُهُورٌ(P)

Next, coming	قَادِمٌ (VN/SM)
To turn yellow, to turn pale	اِصْفَرَّ / يَصْفَرُّ / اِصْفِرَارًا
Eye	عَيْنٌ (SF) عُيُونٌ (P)
Disease	مَرَضٌ (SM) اَمْرَاضٌ (P)
Jaundice	اَلْيَرْقَانُ
To be necessary	وَجَبَ / يَجِبُ / وَاجِبًا
To respect	اِحْتَرَمَ / يَحْتَرِمُ / اِحْتِرَامًا
Teacher; professor	اُسْتَاذٌ (SM) اَسَاتِذَةٌ (P)
To recall	تَذَكَّرَ / يَتَذَكَّرُ / تَذَكُّرًا
Memory	ذِكْرَى (SF) ذِكْرَيَاتٌ(P)
In the memory of	فِي ذِكْرَى
Sound; voice	صَوْتٌ (SM) اَصْوَاتٌ (P)

LESSON — 18   الدرس — ١٨

Numbers   الصيغة العددية

This is a class.	هٰذَا فَصْلٌ.
The teacher is present.	الْأُسْتَاذُ مَوْجُوْدٌ.
He is sitting on the chair.	هُوَ جَالِسٌ عَلَى الْكُرْسِيِّ.
His book is open.	كِتَابُهُ مَفْتُوْحٌ.
The (boy & girl) students	الطُّلَّابُ وَ الطَّالِبَاتُ
are sitting on the chairs.	جَالِسُوْنَ عَلَى الْكَرَاسِيِّ.
Their books are open.	كُتُبُهُمْ مَفْتُوْحَةٌ.
The teacher said:	قَالَ الْأُسْتَاذُ:
We read a lesson yesterday and today	قَرَأْنَا دَرْسًا أَمْسِ وَالْيَوْمَ
we will read two lessons.	سَنَقْرَأُ دَرْسَيْنِ.
These two lessons talk	هٰذَانِ الدَّرْسَانِ يَتَحَدَّثَانِ
about a lazy boy.	عَنْ وَلَدٍ كَسْلَانَ.
He did not work as he should have.	إِنَّهُ لَمْ يَعْمَلْ كَمَا يَجِبُ .
Therefore, he failed in life.	لِذَا فَشِلَ فِي الْحَيَاةِ.
He did not achieve	وَلَمْ يَحْصُلْ
anything worth mentioning.	عَلَى شَيْءٍ يُذْكَرُ.
When the teacher was busy in	عِنْدَمَا كَانَ الْأُسْتَاذُ مُنْهَمِكًا فِي
presenting the gist of this lesson,	تَقْدِيْمِ خُلَاصَةِ هٰذَا الدَّرْسِ،
Hamid & Shanker came	جَاءَ حَامِدٌ وَ شَنْكَرُ
and they entered the calss.	وَ دَخَلَا الْفَصْلَ.
The teacher closed his book	اَغْلَقَ الْأُسْتَاذُ كِتَابَهُ
and he paid attention (turned) to Hamid and	وَ تَوَجَّهَ إِلَى حَامِدٍ
Shanker, and asked them:	وَشَنْكَرَ وَ سَأَلَهُمَا:

Where were you and why are you late
أَيْنَ كُنْتُمَا وَ لِمَاذَا تَأَخَّرْتُمَا

for the lesson?
عَنِ الدَّرْسِ؟

Hamid and Shanker replied.
فَأَجَابَ حَامِدٌ وَ شَنْكَر:

We were sitting in the library
كُنَّا جَالِسَيْنَ فِي الْمَكْتَبَةِ

and we did not hear the bell.
وَ لَمْ نَسْمَعْ الْجَرَسَ.

About the same time
فِي نَفْسِ الْوَقْتِ

Asha & Usha came.
قَدِمَتْ آشَا وَ أُوْشَا.

The teacher asked them:
سَأَلَهُمَا الأُسْتَاذُ:

O' Asha & Usha! Where were you?
أَيْنَ كُنْتُمَا يَا آشَا وَ أُوْشَا.

Why are you late for the lesson?
لِمَاذَا تَأَخَّرْتُمَا عَنِ الدَّرْسِ؟

They (both) said: sir, we left
فَقَالَتَا: يَا سَيِّدِي، خَرَجْنَا

house on time but we missed
مِنَ الْمَنْزِلِ فِي الْوَقْتِ وَلَكِنْ فَاتَنَا

the bus that is why we are late.
الْبَاصُ وَلِذَلِكَ تَأَخَّرْنَا.

We are very sorry.
نَحْنُ مُتَأَسِّفَتَان جِدًّا.

When the teacher was busy talking
بَيْنَمَا كَانَ الأُسْتَاذُ مَشْغُولاً فِي الْحَدِيثِ

he heard some sound in the class.
سَمِعَ صَوْتًا فِي الْفَصْلِ.

The (boy & girl) students were busy
كَانَ الطُّلاَّبُ وَالطَّالِبَاتُ مَشْغُولِيْنَ

in talking among themselves.
فِي الْحَدِيثِ بَعْضُهُمْ مَعَ الْبَعْضِ.

The teacher saw two girls talking.
رَأَى الأُسْتَاذُ بِنْتَيْنِ تَتَحَدَّثَانِ.

The teacher scolded them and he said:
فَنَهَرَهُمَا الأُسْتَاذُ وَ قَالَ:

Why are you talking, O' Maria & Leela.
لِمَاذَا تَتَحَدَّثَانِ يَا مَارِيَا وَلِيْلَا.

The (two) girls became silent.
فَسَكَتَتِ الْبِنْتَانِ.

Jameel & Joseph were
كَانَ جَمِيْلٌ وَ جُوزِيْف

busy with something.
مَشْغُولَيْنِ بِشَيْءٍ.

The teacher asked them:
فَسَأَلَهُمَا الأُسْتَاذُ:

What are you (both) doing
مَاذَا تَعْمَلَانِ

O' Jameel and Joseph?
يَا جَمِيْلُ وَ جُوزِيْف.

They (both) did not say anything	فَلَمْ يَقُولَا شَيْئاً
and they (both) sat without movement.	وَجَلَسَا بِدُوْنِ تَحَرُّكٍ.
The teacher said:	قَالَ الْأُسْتَاذُ:
It is very necessary for you (all) to come	مِنَ الضَّرُوْرِيِّ لَكُمُ الْقُدُومُ
to the class on time.	إِلَى الْفَصْلِ فِي الْوَقْتِ.
This will help you in future,	هٰذَا يُفِيدُكُمْ مُسْتَقْبَلاً،
God willing.	إِنْ شَاءَ اللّٰهُ.
After that, the teacher took the book and	بَعْدَ ذٰلِكَ أَخَذَ الْأُسْتَاذُ الْكِتَابَ
read the lesson	وَقَرَأَ الدَّرْسَ
and explained the meanings	وَشَرَحَ الْمَعَانِي
for the (boy & girl) students.	لِلطُّلَّابِ وَالطَّالِبَاتِ.

Grammar:

There are three numbers in Arabic. They are:

i) Singular number	١) صيغة المفرد
ii) Dual number	٢) صيغة التثنية
iii) Plural number	٣) صيغة الجمع

i) Singular number of a noun is that word which indicates one person, unit or item etc., as against two or more.

Example:

One boy	وَلَدٌ
One girl	بِنْتٌ
One dog	كَلْبٌ
One car	سَيَّارَةٌ
One city	مَدِيْنَةٌ
One officer	مُوَظَّفٌ

ii) Dual number is a characteristic of the Arabic language. As would be evident from the name, it indicates duality of a noun. It is very simple to

make it from the original singular noun. We have to suffix to any noun of singular number اَنِ. The last letter of the singular noun will now be given a *fathah* and the ن of this dual will have a *kasrah*.

Example:

Two boys	وَلَدٌ + اَنِ= وَلَدَانِ
Two girls	بِنْتَانِ
Two dogs	كَلْبَانِ
Two cars	سَيَّارَتَانِ
Two cities	مَدِيْنَتَانِ
Two officers	مُوَظَّفَانِ

The dual number of the noun so obtained is supposed to be in the nominative case. For example we would say:

Two boys came قَدِمَ وَلَدَانِ

It should be very clear from the sentence that وَلَدَانِ is the subject of the verb قَدِمَ. In the accusative and the genitive cases this ان of the nominative case is replaced by يْ نِ. The letter preceding the ی retains its *fathah*. The ن of duality also continues to retain its *kasrah*.

Example:

Two boys	وَلَدَيْنِ
Two girls	بِنْتَيْنِ
Two dogs	كَلْبَيْنِ
Two cars	سَيَّارَتَيْنِ
Two cities	مَدِيْنَتَيْنِ
Two officers	مُوَظَّفَيْنَ

Now to express the meaning:

I saw two boys

We would say:

رَأَيْتُ وَلَدَيْنِ

Similarly if we want to say-

I went to two boys ذَهَبْتُ اِلَى وَلَدَيْنِ

iii) The plural number of a noun is that word which indicates in Arabic more than two persons or things etc.

Example:

Boys	اَوْلَادٌ
Girls	بَنَاتٌ
Dogs	كِلَابٌ
Cars	سَيَّارَاتٌ
Cities	مُدُنٌ
Officers	مُوَظَّفُوْنَ

Kinds of plural:

There are two kinds of plural in Arabic. They are:

i) Broken plural ١) اَلْجَمْعُ الْمُكَسَّرُ

ii) Sound Plural ٢) اَلْجَمْعُ السَّالِمُ

i) Broken Plural الجمع المكسر

Broken plural is formed from the singular noun by breaking the order of the letters composing a singular noun and by adding one or two or more letters. In some nouns one or two or more letters might have to be removed and the original vowel points replaced by some other vowel points. In brief we can say that wherever obtains replacement or displacement of letters or vowelpoints the plural so made is called broken plural.

Examples:

Boys	اَوْلَادٌ
Books	كُتُبٌ

Careful observation of the word اَوْلَادٌ will tell you that this plural has been made from the singular noun وَلَدٌ . one 'Alif ا' has been added before the

original 'Waw و ' letter and another 'Alif ا ' is inserted after the original 'laam ل' letter. Thus in this way by disturbing the order of the original letters and introducing additional letters we have made a broken plural of وَلَدٌ.

In the case of كُتُبٌ we have removed the original 'alif ا' of the singular noun كِتَابٌ which means one book. Original vowel points of كِتَابٌ have also been disturbed.

There are set patterns of broken plurals. However, they are so many. Similaly there are exceptions to the rules. It is therefore, suggested that the students should refer to teacher or dictionary to acquire plurals of those singular nouns from which we can not make sound plurals.

ii) Sound Plural اَلْجَمْعُ السَّالِمُ:

Unlike the broken plural, there is no deletion of letters in this kind of plurals. We don't have to prefix or interfix any letter or letters to the original form of the singular noun. We can make this kind of plural from certain fixed forms of singular nouns by suffixing to it certain letters. Sound plural is further divided into two forms as follows:

1) Sound plural for Masculine اَلْجَمْعُ السَّالِمُ لِلْمُذَكَّرِ

2) Sound plural for Feminine اَلْجَمْعُ السَّالِمُ لِلْمُؤَنَّثِ

1) Sound plural for Masculine:

Sound plural is generally made from the Active participle and the passive participle i.e. اسم الفاعل and اسم المفعول.

Sound plural masculine in the nominative case is obtained by suffixing to the singular noun waw و and ن noon. In this kind of plural waw و is always preceded by a *ḍammah* and the ن noon necessarily carries *fatḥah*. For example:

Murderers came.	قَدِمَ قَاتِلُونَ	قَاتِلٌ + وْنَ = قَاتِلُوْنَ
Muslims came.	قَدِمَ مُسْلِمُونَ	مُسْلِمٌ+ وْنَ= مُسْلِمُونَ
Tailors came.	قَدِمَ خَيَّاطُونَ	خَيَّاطٌ + وْنَ= خَيَّاطُونَ

However, in the accusative and genitive cases we have to suffix ى Yaa and ن noon. In this case the ى Yaa has to be necessarily preceded by *kasrah* and the noon ن retains its *Fathah*. For example:

I saw murderers.	رَأَيْتُ قَاتِلِيْنَ	قَاتِلٌ+يْنَ= قَاتِلِيْنَ
I saw muslims.	رَأَيْتُ مُسْلِمِيْنَ	مُسْلِمٌ+ يْنَ= مُسْلِمِيْنَ
I saw tailors.	رَأَيْتُ خَيَّاطِيْنَ	خَيَّاطٌ+ يْنَ= خَيَّاطِيْنَ

2) Sound plural for feminine:

It is generally wrought from nouns which terminate in Taa Marboota i.e round Taa ة, e.g.

notebook	كُرَّاسَةٌ
table	طَاوِلَةٌ

Procedure is as follows:

To obtain plural from such nouns we remove the round Taa i.e. ة and instead we suffix elongative alif and normal stretched Taa ت.

Example:

Muslim woman	(SF) مُسْلِمَةٌ
Muslim women	(PF) مُسْلِمَاتٌ
Lady worker	(SF) عَامِلَةٌ
Lady workers	(PF) عَامِلَاتٌ

In the nominative case the letter before alif shall bear Fathah and the ت carries *dammah* — double *dammah* if the noun is not defined with Al ال and single if the noun is defined with Al or by way of Idaafat i.e. ascription:

(Some) Muslim women came	قَدِمَتْ مُسْلِمَاتٌ
(Some) Lady workers entered	دَخَلَتْ عَامِلَاتٌ
The Muslim women came	قَدِمَتِ الْمُسْلِمَاتُ
The Indian Muslim women came	قَدِمَتْ مُسْلِمَاتُ الْهِنْدِ
The lady workers of the factory entered	دَخَلَتْ عَامِلَاتُ الْمَصْنَعِ

in the accusative & genitive cases the stretched Taa ت will accept *kasrah*—double or single as per conditions explained above.

Example:

I saw (some) Muslim women	رَأَيْتُ مُسْلِمَاتٍ
Isaw the Muslim women	رَأَيْتُ الْمُسْلِمَاتِ
I ate with (some) Muslim women.	أَكَلْتُ مَعَ مُسْلِمَاتٍ

Notes:

1 Names of objects which do not have broken plurals, take sound feminine plural.

2. Verbal nouns generally take sound plurals.

There are three kinds of verbal noun in Arabic:

i) Verbal noun of infinitive meaning. This will be referred to as infinitive henceforth. This verbal noun generally takes sound feminine plural.

ii) Verbal noun extracted from the verb to mean the doer of some action. It is called in Arabic اسم الفاعل. Rules regarding the making of اسم الفاعل i.e. the English active participle are explained in lesson no. 19. Henceforth this verbal noun will be referred to as active participle.

iii) Verbal noun extracted from the verb to mean the receiver of the action. It is called in Arabic اسم المفعول i.e. the English passive participle. Rules regarding the making of it are explained in lesson no. 19. Hencefroth this verbal noun will be referred to as passive participle.

It should be remembered here that active participle i.e. اسم الفاعل is different from the subject i.e. فاعل.

Similarly the passive participle i.e. اسم المفعول is different from the object of the verb i.e. مفعول.

Exercises:

1) Separate the sound plurals and the broken plurals from the following and use them in all the three cases (i.e. nominative, accusative and genitive cases) in sentences of your own:

الف)

١) اِجْتَمَعَ الطُّلَّابُ فِي النَّادِي. ٢) مَا كَانَتِ الطَّالِبَاتُ مَوْجُوْدَاتٍ فِي الْفَصْلِ.

٣) لَا اُشَاهِدُ اَفْلَامًا كَثِيْرَةً. ٤) كَانَتِ السُّجُونُ مَمْلُوءَةً بِالْمُجْرِمِيْنَ.

٥) اَلْكِلَابُ نَائِمَةٌ تَحْتَ الشَّجَرَةِ. ٦) كَانَتِ السَّيَّارَاتُ وَاقِفَةً فِي السَّاحَةِ.

٧) قَدِمَ الْمُدَرِّسُونَ مُبَكِّرًا اِلَى الْمَدْرَسَةِ. ٨) مَاقَرَأْتُ شَيْئًا مِن هَذِهِ الْكُتُبِ.

٩) لا نَفْتَحُ الْمَكْتَبَاتِ وَالْكُلِّيَاتِ وَ الْجَامِعَاتِ وَالْمَكَاتِبَ فِي يَومِ عِيْدِ الإِسْتِقْلَالِ.

١٠) ذَهَبَتْ طَبِيْبَاتٌ مَاهِرَاتٌ اِلَى الإِمَارَاتِ الْعَرَبِيَّةِ الْمُتَّحِدَةِ.

ب)

هَذِهِ مُدَرِّسَةٌ. هَذِهِ الْمُدَرِّسَةُ جَيِّدَةٌ. هِيَ تُدَرِّسُ اللُّغَةَ الإِنْجِلِيْزِيَّةَ وَعُلُومَ الإِجْتِمَاعِ. هُنَاكَ عَدَدٌ لَابَأْسَ بِهِ مِنَ الْمُدَرِّسَاتِ فِيْ هَذِهِ الْكُلِّيَّةِ. اِنِّي اخْتَرْتُ هَذِهِ الْكُلِّيَّةَ مِنْ بَيْنِ جَمِيْعِ الْكُلِّيَّاتِ فِي نُيُو دِلْهِي لِاَنَّهَا تُعْتَبَرُ اَحْسَنَ الْكُلِّيَاتِ وَ السَّبَبُ فِي ذَلِكَ يَرْجِعُ اِلَى الْمُسْتَوَى التَّعْلِيْمِي فِي هَذِهِ الْكُلِّيَّةِ فِي جَمِيْعِ الْمَوَادِّ. يُوْجَدُ فِيْ هَذِهِ الْكُلِّيَّةِ مُدَرِّسُونَ اَيْضًا. هَؤُلَاءِ الْمُدَرِّسُونَ وَ الْمُدَرِّسَاتُ تَخَرَّجُوا فِي جَامِعَاتٍ أَجْنَبِيَّةٍ وَ حَيْثُ اَنَّ الْكُلِّيَّةَ تَدْفَعُ مُرَتَّبَاتٍ جَيِّدَةً لِلْمُدَرِّسِيْنَ وَ الْمُدَرِّسَاتِ فَلِذَلِكَ هُمْ كُلُّهُمْ يُخْلِصُوْنَ لِعَمَلِهِم. تَتَكَوَّنُ هَيْئَةُ الْمُدِيْرِيْنَ لِهَذِهِ الْكُلِّيَّةِ مِنْ كِبَارِ الأَكَادِيْمِيِّيْنَ مِنَ الْهُنُودِ وَالأَجَانِبِ.

ج)

هَذَا الصَّبَاحَ مَتَى وَصَلْتُ مَكْتَبِي وَجَدْتُ اَنَّ الْبَابَ كَانَ مُغْلَقًا. كَانَ فَرَّاشَا الْمَكْتَبِ وَاقِفَيْنِ أَمَامَ الْبَابِ. فَاَخْبَرَانِي اَنَّ الْمِفْتَاحَ لِلْبَابِ الأَمَامِيْ كَانَ ضَاعَ. وَقَالَا لِيْ اَنْ اَدْخُلَ مِنَ الْبَابِ الْخَلْفِي. مَتَى دَخَلْتُ الْمَكْتَبَ رَأَيْتُ الْمُوَظَّفِيْنَ الآخَرِيْنَ مَوْجُودِيْنَ، لَمْ أَرَ فَقَطْ كَاتِبَتَيْنِ. كُنْتُ اَيْضًا مُتَأَخِّرًا. ذَهَبْتُ اِلَى طَاوِلَتِي وَ رَأَيْتُ كَوْمَةً مِّنَ الْمِلَفَّاتِ. جَلَسْتُ عَلَى كُرْسِيِّ وَبَدَأْتُ اَتَصَرَّفُ مَعَ الْمِلَفَّاتِ.

Translate into Arabic:

(A) One pleasant after noon in winter I was going to the market with my daughter. When we reached the market we saw a crowd of people and a good number of police personnel. Though most of the shops were open, however, some uneasiness prevailed in the atmosphere. I asked one shopkeeper about the reason of the police presence in the market. He told me that one jewellery shop had been broken into the previous night. The thieves had taken away every thing from the shop. My daughter asked me: Are there only men thieves? I told her: there are women criminals also. There are women-thieves, lady pickpockets and lady murderers. They are not many. These women-criminals work in collaboration with men-criminals. My daughter asked: Who catches these women-criminals? Are their policewomen? I told her: Yes, there are policewomen also. We have lady officers in all our offices.

B) The police man is a government employee. He wears an official uniform. He always has a stick in his hand. He moves from one place to another. He catches thieves, gamblers, drunkards and all bad people. Bad people are afraid of him.

3: Translate into English the passages of question number one.

Glossary	الكلمات العسيرة
To assemble, to meet	إجتَمَعَ/يَجْتَمِعُ/ إجْتِمَاعًا
Club	نَادِى (SM) نَوَادِى (P)
To see, to watch	شَاهَدَ/ يُشَاهِدُ/مُشَاهَدَةً
Film	فِلْمٌ (SM) أفلَامٌ (P)
Gaol, jail	سِجْنٌ(SM) سُجُونٌ (P)
Full, filled up	مَمْلُوءٌ (Adj. SM)
Criminal	مُجْرِمٌ (SM) مُجْرِمُون (P)
Occasion of festivity	عِيدٌ (SM) أعْيَادٌ (P)

To become free, To become independent	إستَقَلَّ / يَسْتَقِلُّ / إسْتِقْلالاً
Ladydoctor	طَبِيبَةٌ (SF) طَبِيبَاتٌ (P)
Expert, dexterous	مَاهِرٌ (Adj. SM)
United Arab Emirates	الإمَارَاتُ العَرَبِيَّةُ المُتَّحِدَةُ
Dog	كَلْبٌ (SM) كِلَابٌ(P)
Open space, parking lot	سَاحَةٌ (SF)سَاحَاتٌ (P)
Sociology, social science	عُلُومُ الْإجْتِمَاعِ
There	هُنَاكَ (Adv. of place)
Number	عَدَدٌ (SM) أعْدَادٌ (P)
Considerable, not negligible, quite a few	لَابَأْسَ بِ
To choose, to select	إخْتَارَ / يَخْتَارُ / إخْتِيَاراً
To consider	إعْتَبَرَ / يَعْتَبِرُ / إعْتِبَارًا
Reason	سَبَبٌ (SM) أسْبَابٌ (P)
To go back, to return	رَجَعَ / يَرْجِعُ / رُجُوعًا
Standard, level	مُسْتَوَى (SM) مُسْتَوَيَاتٌ (P)
Standard of education	المُسْتَوَى التَعْلِيمِى
Material; course (of study)	مَادَّةٌ (SF) مَوَادُّ (P)
To find	وجَدَ / يَجِدُ / وُجُودًا
To be found	وُجِدَ / يُوجَدُ / وُجُودًا
To graduate	تخَرَّجَ / يَتَخَرَّجُ / تَخَرُّجًا (فى)
Foreign, foreigner	أجْنَبِيٌّ (Adj. SM)أجَانِبُ (P)
To be sincere, to devote	أخلَصَ / يُخلِصُ / إخلاصًا
To corsist of	تَكَوَّنَ / يَتَكَوَّنُ / تَكَوُّنًا
Body, board	هَيْئَةٌ(SF) هَيْئَاتٌ(P)
Director	مُدِيرٌ(SM) مُدِيرُونَ (P)
Academician, academic	أكَادِيمِيٌّ(SM)
Closed	مُغْلَقٌ (PP/SM)

To inform	أَخْبَرَ/ يُخْبِرُ/ إِخْبَارًا
Key	مِفْتَاحٌ (SM) مَفَاتِيحُ(P)
Back, behind	(Adv. of place)خَلْفَ
Only	فَقَطْ
Pile	كَوْمَةٌ (SF) كَوْمَاتٌ (P)
File	مِلَفٌّ(SM) مِلَفَّاتٌ(P)
To begin	بَدَأَ/ يَبْدَأُ/ بَدْءً
To dispose of	تَصَرَّفَ/ يَتَصَرَّفُ/ تَصَرُّفًا
Pleasant	لَطِيفٌ (Adj. SM)
Good	جَمِيلٌ (Adj. SM)
Afternoon	عَصْرٌ (SM) عُصُورٌ(P)
Market	سُوقٌ (SM/F) أَسْوَاقٌ (P)
When	عِنْدَمَا (Adv. of time)
People	إِنْسَانٌ(SM) أُنَاسٌ/نَاسٌ(P)
Good number, large number	عَدَدٌ كَبِيرٌ
Crowd	زِحَامٌ(SM) زَحْمَةٌ (SF)
Police personnel	رِجَالٌ مِنَ الشُّرْطَةِ
Though, despite	بِالرَّغْمِ مِنْ/ عَلَى الرَّغْمِ مِنْ
Uneasiness	إِضْطِرَابٌ(SM)
To prevail	سَادَ/ يَسُودُ/ سِيَادَةً
To be broken into	سُرِقَ / يُسْرَقُ/ سَرِقَةً
Jewellery	مُجَوْهَرٌ(SM) مُجَوْهَرَاتٌ (P)
Night	لَيْلَةٌ(SF) لَيَالِي (P)
Previous night, last night	لَيْلَةَ أَمْسِ
Thief	لِصٌّ(SM) لُصُوصٌ(P)
Criminal (man)	مُجْرِمٌ (SM) مُجْرِمُونَ(P)
Criminal (lady/ woman)	مُجْرِمَةٌ (SF) مُجْرِمَاتٌ (P)
Pickpocket	نَشَّالٌ (SM) نَشَّالُونَ (P)

Murderer	قَاتِلٌ (SM) قَتَلَةٌ/ قَاتِلُونَ (P)
In collaboration with	بِالتَّعَاوُنِ مَعَ
To catch	مَسَكَ/ يَمْسُكُ/ مَسْكًا
To arrest, to catch	أَلْقَى/ يُلْقِي الْقَبْضَ على
Policeman	شُرْطِيٌّ(SM) شُرْطِيُّونَ (P)
Policewoman	شُرْطِيَّةٌ/ شُرْطِيَّاتٌ (P)
Officer/ captain	ضَابِطٌ(SM) ضُبَّاطٌ
Dress, uniform	زِيٌّ (SM) أَزْيَاءٌ (P)
Official dress/ uniform	زِيٌّ رَسْمِيٌّ
Stick	عَصَا(SF) عِصِيٌّ (P)
Gambler	مُقَامِرٌ(SM) مُقَامِرُونَ
Drunkard	سَكْرَانُ (SM) سُكَارَى (P)
Afraid, fearful	خَائِفٌ (Adj. SM) خَائِفُونَ (P)
To hear, to listen	سَمِعَ/ يَسْمَعُ/ سَمْعًا
Sorry, regretful	مُتَأَسِّفٌ (Adj. SM) مُتَأَسِّفُونَ (P)
To become silent	سَكَتَ/ يَسْكُتُ/ سُكُوتًا

LESSON — 19

الدرس — ١٩

Verbal Nouns:

الاسماء الفعلية:

Active Participle And Passive Participle

اسم الفاعل و اسم المفعول

I am a research scholar in the centre of	اَنَا طَالِبٌ بَاحِثٌ فِى مَرْكَزِ
Arabic and African Studies	الدِّرَاسَاتِ الْعَرَبِيَّةِ وَالإفْرِيقِيَّةِ
in the school of languages	فِى كُلِّيَّةِ اللُّغَاتِ
in Jawaharlal Nehru University.	بِجَامِعَةِ جَوَاهَرْ لَال نِهْرُو.
This University is famous all over the	هَذِهِ الْجَامِعَةُ مَشْهُورَةٌ فِى كُلِّ
world for its high academic standard.	الْعَالَمِ لِلْمُسْتَوَى الْعِلْمِى الْعَالِى.
During last winter break	خِلاَلَ عُطْلَةِ الشِّتَاءِ الْمَاضِيَةِ
I went to Hyderabad	ذَهَبْتُ اِلَى حَيْدَر آبَاد
on an educational tour.	فِى رِحْلَةٍ دِرَاسِيَّةٍ.
I went to Usmania University and	ذَهَبْتُ اِلَى الْجَامِعَةِ الْعُثْمَانِيَّةِ وَ قَابَلْتُ
I met (men) teachers and (lady) teachers of	الْمُدَرِّسِيْنَ وَالْمُدَرِّسَاتِ
the Arabic language.	لِلُغَةِ الْعَرَبِيَّةِ .
I also met (boy) students and (girl) students.	وَقَابَلْتُ اَيْضًا اَلدَّارِسِيْنَ وَالدَّارِسَاتِ.
I had work in the University library.	كَانَ لِىَ الْعَمَلُ فِى مَكْتَبَةِ الْجَامِعَةِ.
Therefore, I took a letter from	لِذَا أَخَذْتُ مَكْتُوبًا مِنْ
the head of the Arabic department	رَئِيسِ الْقِسْمِ الْعَرَبِى
for the Librarian.	اِلَى اَمِيْنِ الْمَكْتَبَةِ.
I visited the library on the same day	زُرْتُ * الْمَكْتَبَةَ فِى نَفْسِ الْيَومِ
in the afternoon and I saw in the library	بَعْدَ الظُّهْرِ وَ رَأَيْتُ بِالْمَكْتَبَةِ

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* For conjugation Pattern see Appendix

a large number of (men) workers and (lady) workers.	عدذا كَثِيْراً مِنَ الْعَامِلِيْنَ وَالْعَامِلَاتِ.
I went to the room of the Librarian.	دهبْتُ اِلَى غُرْفَةِ اَمِيْنِ الْمَكْتَبَةِ.
The Librarian sent me	بعثني الاَمِيْنُ
to his assistant.	الي مُسَاعِدِهِ.
The assistant librarian helped me in my work and similarly other employees of the Library helped me.	ساعَدَنِي الاَمِيْنُ الْمُسَاعِدُ فِي عَمَلِي وَ كَذَلِكَ سَاعَدَنِي الْمُسْتَخْدَمُوْنَ الآخَرُوْنَ فِي الْمَكْتَبَةِ.
I spent two days in work	انفقْتُ يَوْمَيْنِ فِي الْعَمَلِ
in the Library and on the third day	بالْمَكْتَبَةِ وَ فِي الْيَوْمِ الثَّالِثِ
I went to the Central Institute	دهبْتُ اِلَى الْمَعْهَدِ الْمَرْكَزِي
of English and Foreign Languages,	لِلُغَة الانْجِلِيْزِيَّةِ وَ اللُّغَاتِ الاَجْنَبِيَّةِ،
and I met all the (men) teachers and (lady) teachers	وقابَلْتُ جَمِيْعَ الْمُدَرِّسِيْنَ و الْمُدَرِّسَاتِ
in the department of Arabic.	بالْقِسْمِ الْعَرَبِي.
A new teacher helped me	ساعَدَنِي مُدَرِّسٌ جَدِيْدٌ
a lot in my work.	فِي عَمَلِي كَثِيْراً.
This new teacher accompanied me	رافَقَنِي هَذَا الْمُدَرِّسُ الْجَدِيْدُ
to the historical places.	الي الاَمَاكِنِ التَّارِيْخِيَّةِ.
I returned to Delhi on the fourth day.	عُدْتُ اِلَى دِلْهِي فِي الْيَوْمِ الرَّابِعِ.

Grammar:

Verbal nouns or the active and the passive participles of the Arabic language are drawn from the verbs on certain set patterns as per details given below:

i) Active Participle اسم الفاعل

Active participle is a noun (adjectival) which is formed on the pattern of فاعل from the triliteral verbs i.e. the original three-letterd verbs, like:

كَتَبَ ذَهَبَ

In this case we interfix one 'alif ا ' after the first original letter and compulsorily give a *kasrah* to the second original letter of the concerned three-lettered verb.

Example:

Verb	(He wrote)	كَتَبَ : كَ تَ بَ
Active participle	(Writer)	كَ+ اْ+ تِ بٌ =كَاتِبٌ
Verb	(He went)	ذَهَبَ: ذَ هَ بَ
Active participle	(Goer)	ذَ+ ا +هِ بٌ = ذَاهِبٌ

In the case of verbs which have more than three letters, we have to prefix to them one م with *dammah* (except where it is alif ا) and the penultimate letter is given *kasrah*.

Example:

Verb (He travelled) سَافَرَ: سَ ا فَ رَ

Active participle (Traveller) مـ+ سـ ا فـ ر = مُسَافِرٌ

Verb (He begged) تَسَوَّلَ : تَ سَ وَّ لَ

Active participle (Begger) مُـ + تَ سَ وِّ لٌ = مُتَسَوِّلٌ

And where the first letter happens to be' alif ا ' the alif ا is dropped and the process explained above is applied.

Example:

Verb	(He used)	اِسْتَخْدَمَ: اِ سْ تَ خْ دَ مَ
Active participle	(User)	مُـ+ سْ تَ خْ دِ مٌ= مُسْتَخْدِمٌ
Verb	(He gave to drink)	اَشْرَبَ: اَ شْ رَ بَ
Active participle	(Giver to drink)	مُـ + شْـ رِ بٌ = مُشْرِبٌ

ii. Passive participle

Passive participle is also a noun (adjectival). It is formed from the three-lettered verbs by adding one م with *fatḥah* before the first original letter and by placing a'waw و' after the second original letter. Additionally the first original letter will be given a Sokoon and the second letter a *ḍammah*.

Example:

Verb (He wrote) كَتَبَ: كَ تَ بَ

Passive participle (Written) مَ + كْ تُ + وْ بٌ = مَكْتُوبٌ

In the case of verb having more than three letters, one م with *ḍammah* is placed before the verbs (except those which have alif ا as the first letter) and the penultimate letter is given a *fatḥah*.

Example:

Verb (He addressed) خَاطَبَ : خَ ا طَ بَ

Passive participle مُ + خَ ا طَ بٌ = مُخَاطَبٌ

Addressee/ Addressed)

And where the first letter is alif ا, the alif is dropped before adding the 'meem م'. The penultimate letter shall have *fatḥah*.

Example:

Verb (He employed/ He used) اِسْتَخْدَمَ: اِ سْ تَ خْ دَ مَ

Passive participle مُ+ سْ تَ خْ دَمٌ = مُسْتَخْدَمٌ

(Employee/ Used)

It should be remembered that the passive participles can not be made from the verbs which have reflexive meanings.

Example:

To be broken اِنْكَسَرَ

To change (by itself) تَغَيَّرَ

All the active and the passive participles i.e. اسماء الفاعل و المفعول made in the way and manner explained above are masculine in gender. They may be changed into feminine gender merely by suffixing the round 'Ta ة' to them.

Example:

A man clerk	كَاتِبٌ
A woman clerk	كَاتِبَ + ةٌ = كَاتِبَةٌ
A man traveller	مُسَافِرٌ
A woman traveller	مُسَافِرَ + ةٌ = مُسَافِرَةٌ

It may also be remembered as a general rule that all the active and the passive participles have sound plurals as explained in lesson no. 18.

Beside what has been said about the active participle and its making from the triliteral verbs and the verbs having more than three letters, there is another form of the active participle with rather quite intensive meaning. The pattern of this intensive active participle is the فَعَّالٌ pattern. It is made only from the triliteral verbs by doubling the second original letter of the verb and placing one 'alif ا', after this redoubled letter. This elongative 'alif ا is preceded by *fatḥah*.

Example:

To cook	طَبَخَ /يَطْبُخُ /طَبْخًا
A cook	طَبَّاخٌ
To cultivate (land)	فَلَحَ يَفْلَحُ فَلْحًا
A cultivator (of land), A farmer	فَلَّاحٌ

It may be remembered here that this intensive active participle is mostly employed for the professionals.

Nouns of this pattern also decline like anyother active participle.

Exercises:

1. Make active and passive participles from the following verbs and suitably use them in sentences of your own in all the three numbers and cases:

He drank	شَرِبَ	He killed	قَتَلَ
He heard	سَمِعَ	He beat	ضَرَبَ
He helped	سَاعَدَ	He sought help	اِسْتَنْجَدَ
He offered	قَدَّمَ	He elected	اِنْتَخَبَ
He helped	نَصَرَ	He overpowered	غلب
He accepted Islam	أَسْلَمَ	He sent	أَرْسَلَ

2. Translate into Arabic:

(A) In Delhi in the mornings and in the evenings you will find the buses very crowded. They are mostly crowded with the office goers and the school going children. And particularly in the morning when the timings of the office goers and the school going children coincide. Unfortunately the bus drivers in Delhi are very careless. It is therefore , you will always find the commuters complaining about the unco-operative behaviour of the drivers in general. I believe the commuters are in the right. The conductors are also unco-operative and often use harsh language. I hope the local authorities will take steps to improve the quality of service in the near future.

(B) We find that recently there is a lot of openness in the world societies. Now not only European societies but also the Asian and African societies have allowed a lot of freedom to ladies. As a result we find lady-workers working shoulder-to-shoulder with men-workers in all walks of life. They are teachers. They are telephone operators. They are ministers, engineers, journalists, computer engineers and scientists. It is impossible to see any work place without lady workers holding all kinds of positions.

3. Translate into English:

(A) اَوَدُّ اَنْ اَتَحَدَّثَ اِلَيْكُمْ هُنَا عَنْ مَصْنَعِ زُجَاجٍ يَقَعُ قُرْبَ دِلْهِي. يَعْمَلُ فِي هَذَا الْمَصْنَعِ عَدَدٌ كَبِيْرٌ مِنَ الْعَامِلِيْنَ وَالْعَامِلَاتِ. مِنْهُمُ الْمُهَنْدِسُونَ وَ الْمُهَنْدِسَاتُ وَالْكَاتِبُونَ وَالْكَاتِبَاتُ وَالْفَرَّاشُوْنَ وَالْفَرَّاشَاتُ. هَؤُلَاءِ كُلُّهُم مُسْتَخْدَمُونَ مِنْ صَاحِبِ الْمَصْنَعِ لِلْعَمَلِ فِي مَصْنَعِهِ. هَؤُلَاءِ الْمُوَظَّفُونَ وَالْمُوَظَّفَاتُ يَعْمَلُونَ سَوِيًّا لِصَالِحِ الْمَصْنَعِ و صَاحِبِ الْمَصْنَعِ. هَذَا الْمَصْنَعُ يَشْتَغِلُ لَيْلَ نَهَارَ وَالْمُسْتَخْدَمُونَ يَعْمَلُونَ فِيْهِ فِي نَوبَاتٍ نَهَارِيَّةٍ وَلَيْلِيَّةٍ. كُلُّهُمْ رَاضُونَ بَعْضُهُمْ عَنْ بَعْضٍ.

(B) تَجِدُ فِي دِلْهِي كَثِيْرًا مِنَ الآثَارِ التَّارِيْخِيَّةِ. مِنْهَا (مَنَارَةُ قُطب) وَالْقَلْعَةُ الْحَمْرَاءُ و الْقَلْعَةُ الْقَدِيْمَةُ وَالْمَسْجِدُ الْجَامِعُ وَ مَقْبَرَةُ صَفْدَرْ جَنْك. هَذِهِ الآثَارُ الْقَدِيْمَةُ مَشْهُورَةٌ جِدًّا فِي كُلِّ الْعَالَمِ. يَقْدَمُ السَّائِحُونَ وَالسَّائِحَاتُ مِنْ كُلِّ اَنْحَاءِ الْعَالَمِ لِرُؤيَةِ هَذِهِ الآثَارِ التَّارِيْخِيَّةِالْقَدِيْمَةِ لَقَدْ فَتَحَتْ حُكُوْمَةُ الْهِنْدِ الْمَرْكَزِيَّةُ مَكَاتِب السِّيَاحَةِ فِي الْهِنْدِ وَخَارِجِهَا لِتَطْوِيْرِ السِّيَاحَةِ. يَعْمَلُ بِهَذِهِ الْمَكَاتِبِ عَدَدٌ كَبِيْرٌ مِن الْمُسْتَخْدَمِيْنَ وَ الْمُسْتَخْدَمَاتِ.

بِجَانِبِ هَذِهِ الآثَارِ يُوجَدُ هُنَاكَ أمَاكِنُ الإهْتِمَامِ الأُخْرَى مِنْ أَمْثَالِ الْمَتْحَفِ الْقَوْمِيِّ وَمَكْتَبِ الأَرَاشِيفِ الْقَومِي وَمَرَاكِزِ الثَقَافةِ والبَحثِ العِلْمِي. دِلْهِي مَدِينَةٌ كَبِيرَةٌ و مَعْرُوفَةٌ فِي كُلِّ الْعَالَمِ.

4 Separate all the active and passive participles from the foregoing passages and use them in sentences of your own.

Glossary: الكلمات العسيرة

Morning	صُبْحٌ (SM) أَصْبَاحٌ (P)
And	وَ (Conjunctive)
Evening	مَسَاءٌ (MS) أَمْسِيَاتٌ (P)
To find	وَجَدَ/يَجِدُ/ وُجُودًا
Bus	أُوتُوبِيْس (SM) أُوتُوبِيْسَاتٌ (P)
Crowded	مُزْدَحِمٌ(AP/SM)

Mostly	فِي أَكْثَرِ الأَحْيَانِ/ كَثِيرًا مَا (Adv. of manner)
Goer	ذَاهِبٌ (AP/SM)
Office goer/going to office	ذَاهِبٌ الَى الْمَكْتَبِ
Particularly	خَاصَّةً (Adv. of manner)
To coincide	تَوافَقَ/ يَتَوَافَقُ/ تَوَافُقًا
Timing	مَوعِدٌ (SM) مَوَاعِدُ (P)
Unfortunately	لِسُوْءِ الْحظِّ
Careless	مُهمِلٌ (AP/SM)
Always	دَائِمًا(Adv. of time)
Commuter, passenger	رَاكِبٌ (AP/SM) رُكَّابٌ (P)
To complain (About)	شَكَا/يَشْكُو/شِكَايَةً (عَنْ)
Behaviour	سُلُوكٌ (SM)
In general, generally	بِشَكْلٍ عَامٍ
To believe	إعْتَقَدَ/ يَعْتَقِدُ/إعتِقَادًا
Correct, right, in the right	مُصِيبٌ (AP/SM) مُصِيبُونَ (P)
Uncooperative	غَيْرُ مُتَعَاوِنٍ
Conductor	مُحَصِّلٌ (AP/SM)
Hard words/harsh language	كَلِمَاتٌ خَشِنَةٌ
To hope	أمَلَ/ يَامُلُ/ أمَلًا
Local	مَحَلِّي (Adj. SM)
Authorities	سُلْطَةٌ (SF) سُلْطاتٌ (P)
To take (A measure, step)	إتَّخَذَ/ يَتَّخِذُ/إتِّخَاذًا (إجراءً)
Measure/ step	إجْرَاءٌ (SM) إجْرَاءَاتٌ (P)
To improve	حَسَّنَ/ يُحَسِّنُ/ تَحْسِينًا
Quality; type	نَوْعِيَّةٌ (SF)
Quality of service; type of service	نَوعِيَّةُ الْخِدْمَةِ

In the near future	فِي الْقَرِيْبِ الْعَاجِلِ
Recently	أَخِيْرًا (Adv. of time)
Openness	إِنْفِتَاحٌ (SM)
Society	مُجْتَمَعٌ (SM) مُجْتَمَعَاتٌ (P)
Europe	أُوْرُوْبَّا
European	أُوْرُوْبِّى
Asia	آسيَا
Asian	آسْيَوِى
Africa	إِفْرِيْقِيَا
African	إِفْرِيْقِى
To allow	سَمَحَ/ يَسْمَحُ/ سَمَاحًا
Freedom	حُرِّيَّةٌ (SF)
Woman	إِمْرَأَةٌ (SF) نِسَاءٌ (Pl.-irregular)
Shoulder- to-shoulder	جَنْباً لِجَنْبٍ
Field/ scope	مَجَالٌ (SM) مَجَالَاتٌ (P)
Telephone operator	عَامِلُ التِّلِفُون
Minister	وَزِيْرٌ (SM) وُزَرَاءُ (P)
Engineer	مُهَنْدِسٌ (SM) مُهَنْدِسُوْنَ (P)
Scientist	عَالِمٌ (SM) عُلَمَاءُ (P)
Computer	كُومْبِيُوتَر (SM) كُومْبِيُوتَرَاتٌ (P)
Holding, holder	مَاسِكٌ (AP/SM) مَاسِكُونَ (P)
To wish, desire, want	وَدَّ/ يَوَدُّ/ وِدَادًا
To talk	تَحَدَّثَ/يَتَحَدَّثُ/ تَحَدُّثاً
Plant, industrial unit, factory	مَصْنَعٌ (SM) مَصَانِعُ (P)
Glass	زُجَاجٌ (SM)
To be situated	وَقَعَ/ يَقَعُ/ وُقُوعاً

Near, close	قُرْبَ (Adv. of place)
In the interest of the factory	فِي صَالِحِ الْمَصْنَعِ
To work	إِشْتَغَلَ / يَشْتَغِلُ / إِشْتِغَالاً
Day in & day out	لَيْلَ نَهَارَ
Shift	نَوْبَةٌ (SF) نَوْبَاتٌ (P)
Day time	نَهَارٌ (SM) أَنْهُرٌ (P)
Night	لَيْلٌ (SM) لَيَالِي
Day	نَهَارِيٌّ (Adj. SM)
Night, nocturnal	لَيْلِيٌّ (Adj. SM)
Pleased, happy	رَاضِي (Adj. SM) رَاضُونَ (P)
Relic, monument	أَثَرٌ (SM) آثَارٌ (P)
Historical	تارِيْخِيٌّ (Adj. SM)
Qutb Minar	مَنَارَةُ قُطْبِ
Red fort	اَلْقَلْعَةُ الْحَمْرَاءُ
Old fort	اَلْقَلْعَةُ الْقَدِيْمَةُ
Tomb, mausoleum	مَقْبَرَةٌ (SF) مَقَابِرُ (P)
To come	قَدِمَ / يَقْدَمُ / قُدُومًا
Tourist	سَائِحٌ (SM) سَائِحُونَ (P)
Corner	نَحْوٌ (SM) أَنْحَاءٌ (P)
Centre	مَرْكَزٌ (SM) مَرَاكِزُ (P)
Central	مَرْكَزِيٌّ (Adj. SM)
Government	حُكُومَةٌ (SF) حُكُومَاتٌ (P)
Outside/ out	خَارِجَ (Adv. of place)
To develop	طَوَّرَ / يُطَوِّرُ / تَطْوِيْرًا
In addition to, beside	بِجَانِبِ
Place	مَكَانٌ (SM) أَمَاكِنُ (P)

Places of interest	اَمَاكِنُ الإهْتِمَام
Like	مِثْلٌ (SM) أَمْثَالٌ
Museum	مَتحَفٌ (SM) مَتَاحِفُ (P)
National	قَوْمِيٌّ (Adj. SM)
Archives	مَكْتَبُ الآرَاشِيْفِ
Cultural centres	مَرَاكِزُ الثَّقَافَةِ
Research	بَحْثٌ (SM) بُحُوْثٌ (P)
Scientific research	اَلْبَحْثُ العِلْمِيُّ
Known, famous	مَعْرُوفٌ (Adj. SM)

LESSON — 20

الدرس — ٢٠

Dual Of The Verbs And Pronouns

المثنى للفعل و الضمائر

I was sitting in my room	كُنْتُ جَالِسًا فِيْ غُرْفَتِي
in the University preparing lessons	فِي الْجَامِعَةِ اُعِدُّ دُرُوْسًا
for the next day. Suddenly	لليومِ التَّالِي. اِذ
Mohammed and Ram came to me	جاءنِي مُحَمَّدٌ وَرَام
and (they both) said to me:	وقالا لي:
Sir, we need your help.	سيدي، نَحْنُ مُحْتَاجَانِ مُسَاعَدَتَك
We two and Asha and Kiran	نحنُ الإثْنَيْنِ وَ آشَا وَكِيْرَان
would like to go to attend	نودُّ الذَّهابَ لِحُضُورِ
the marriage of our friend Ahmad.	زواجِ صَدِيْقِنَا اَحْمَد.
We request your permission.	نرجُوا اذْنَ سِيَادَتِك.
I said: O. K., but you (both) should write	قُلْتُ: طَيِّب، وَلَكِنْ يَجِبُ
a leave application mentioning	انْ تكْتُبَا طَلَبَ اِجَازَةٍ مَعَ ذِكْرِ
the days of absence.	ايَّام الْغِيَابِ.
As regards Asha and kiran, they should	امَّا آشا وَ كِيْرَانَ فَيَلْزَمُ
come to me to give	انْ تاتِيَانِي حَتَّى تُقَدِّمَا
the leave application.	طلب الإجَازَةِ.
Ram and Mohammed felt happy	فرضِيَ مُحَمَّد وَ رَام
and left my room.	وخرجَا مِنْ غُرْفَتِي.
After some time Asha and Kiran came	بعد قَلِيْلٍ قَدِمَتْ آشَا وَكِيْرَان
and (they both) submitted	و قَدَّمَتَا
the leave application.	طلبَ الإجَازَةِ.
I asked them (both):	فسألْتُهُمَا:

When will you (both) return	مَتَى سَتَعُودَانِ
from the marriage.	مِنَ الزَّوَاجِ.
They (both) said: after two days,	فَقَالَتَا: بَعْدَ يَوْمَيْنِ
God willing.	إِنْ شَاءَ اللّٰهُ .
I said: please convey my congratulations	فَقُلْتُ: اَرْجُوا اَنْ تُبَلِّغَا تَهَانِيَ
to Ahmad & his bride.	لِأَحْمَدَ وَ عَرُوْسَتِهِ.
They (both) said: sure sir.	فَقَالَتَا: وَهُوَ كَذٰلِكَ يَا سَيِّدِي .
Kiran said: Ahmad & his wife	قَالَتْ كِيْرَان: أَحْمَد وَ عَرُوْسَتُهُ
have sent their greetings for you.	بَلَّغَا سَلَامَهُمَا لِسِيَادَتِكَ.
They are (two) good people.	هُمَا اِنْسَانَانِ طَيِّبَانِ.
I said: O.K., God willing, we will meet	فَقُلْتُ: طَيِّبٌ إِنْ شَاءَ اللّٰهُ نَلْتَقِي
after two days.	بَعْدَ يَوْمَيْنِ.

Grammar:

(a) Dual of the verbs:

It has been explained in lessons nos. 13 &14 that the verb in Arabic has to agree with its subject in gender when it precedes it. It has to agree with the subject in number also when it occurs after the subject.

i) To obtain the dual form of the past third person masculine verb one 'alif 'ا' has to be suffixed to the past third person masculine verb of singular number. For example:

1 He went	١ . ذَهَبَ
They (MD) went	ذَهَبَ + ا = ذَهَبَا
2. He wrote	٢ . كَتَبَ
They (MD) wrote	كَتَبَ + ا = كَتَبَا

ii) In the third person feminine also one ' ا alif' has to be suffixed to the singular form of the feminine verb. In this case the silent Taa ت will be given a *fathah*.

Example:

1. She went	١. ذَهَبَتْ
They (FD) went	ذَهَبَتْ + ا = ذَهَبَتَا
2. She wrote	٢. كَتَبَتْ
They (FD) Wrote	كَتَبَتْ + ا = كَتَبَتَا

iii) In the case of second person of both the genders 'ما' has to be sufixed to the respective verb of singular number and the ' Taa ت' in both these cases is given a *ḍammah*. Examples:

1. You (SM)went	ذَهَبْتَ
You (MD) went	ذَهَبْتُ + مَا = ذَهَبْتُمَا
2. You (SF) went	ذَهَبْتِ
You (FD) went	ذَهَبْتُ + مَا =ذَهَبْتُمَا

iv) In the case of the present tense verb ان is suffixed to the singular verbs of both the genders except the feminine singular verb of the second person where the ى ن is first elided and then the ان is added. However, in all these cases the letter preceding 'alif ا' is given *fatḥah* and the 'noon ن' carries *Kasrah*.

Example:

He goes	يَذْهَبُ
They (MD) go	يَذْهَب + اَنِ = يَذْهَبَانِ
She goes	تَذْهَب
They (FD) go	تَذْهَب+ اَنِ = تَذْهَبَانِ
You (SM) go	تَذْهَب
You (MD) go	تَذْهَب+ اْنِ= تَذْهَبَانِ
You (SF) go	تَذْهَبِيْنَ
You (FD) go	تَذْهَبَ +انِ= تَذْهَبَانِ

b) Of the nouns ب) لِلاسماء

Dual of the noun and its cases have been explained in full details in lesson no. 18.

c) Of the personal (pro) nouns. ج) للضمائر

Details regarding personal (pro) nouns have been given in lesson no. 9 and 10. In case of their dual forms they happen to be fixed words. They are:

They two girls or boys هُمَا
You two girls or boys أنْتُمَا

In case of the possessive pronouns also the forms are fixed as given below:

Their (MFD) هُمَا
Your (MFD) كُمَا

These two pronouns of the dual number are used in both the accusative and the genitive cases.

d) Of the demonstrative pronouns د) أسماء الأشارة

The following words are used to indicate the dual of the demonstrative pronouns:

These (MD)	هَذَانِ
These (FD)	هَاتَانِ
Those (MD)	ذَانِكَ
Those (FD)	تَانِكَ

The demonstrative pronouns are indeclinable except their dual forms. The forms metioned above are said to be in the nominative case. In the accusative and the genitive cases the following forms are used:

These (MD)	هَذَيْنِ
These (FD)	هَاتَيْنِ
Those (MD)	ذَيْنِكَ
Those (FD)	تَيْنِكَ

Exercises:

1. Conjugate the following verbs in the past and the present tenses and then use them in sentences of your own:

To sit	جَلَسَ / يَجْلِسُ / جُلُوسًا
To stand	وَقَفَ / يَقِفُ / وُقُوفاً
To ride	رَكِبَ / يَرْكَبُ / رُكُوبًا
To alight; to get down	نَزَلَ / يَنْزِلُ / نُزُوْلاً
To enter	دَخَلَ / يَدْخُلُ / دُخُولاً

2. Rewrite complete tables of personal , possessive and demonstrative (pro) nouns and use them in sentences of your own keeping in mind the three cases.

3. Translate into Arabic:

Ramu is a young boy . My son Abid is also about the same age. They are friends. They study in the same school. They go to school every morning together. They play together and do their homework together. They are always together. One day the teacher asked them: why do you sit so close and behave so alike? Are you twins? Another boy got up and said: No sir, they are not twins. They are two good friends. And these two are their favourite seats. They like to sit on these seats.

4. Translate into English:

كانَ الْوَقْتُ صَبَاحاً مُبَكِّرًا. خَرَجْتُ لِلتَّنَزُّهِ وَفْقًا لِعَادَتِي بَنَيْتُهَا عَبْرَ سَنَوَاتٍ مُتَتَالِيَةٍ. وَلَدَىْ وُصُوْلِي مُنْعَطَفَ الطَّرِيْقِ وَجَدْتُ مُوْهَان وَ جَمِيْل فِيْ انْتِظَارِىْ. هَذَانِ الرَّجُلَانِ مِنْ اَصْدِقَائِي آخُذُهُمَا مَعِي مِنْ هَذَا الْمُنْعَطَفِ. هُمَا يَعْمَلَانِ اَيْضاً مَعِيَ فِي مَكْتَبِي. فَمَشَيْنَا نَحْوَ الْحَدِيْقَةِ. وَلَدَىْ دُخُولِنَا بَابَ الْحَدِيْقَةِ رَأَيْنَا بِنْتَيْنِ تَمْشِيَانِ عَلَى الْعُشْبِ الأَخْضَرِ النَّاعِمِ. مَا كُنْتُ رَأَيْتُ هَاتَيْنِ الْبِنْتَيْنِ قَبْلَ الْيَومِ. فَسَأَلْتُ مُوْهَان وَ جَمِيْل: هَلْ رَأَيْتُمَا هَاتَيْنِ الْبِنْتَيْنِ قَبْلَ الْيَومِ. فَقَالَا: لَا، مَارَأَيْنَاهُمَا قَبْلَ الْيَومِ. فَذَهَبْتُ إِلَيْهِمَا وَ سَأَلْتُ: مَنْ اَنْتُمَا؟ فَقَالَتَا: نَحْنُ مِنَ الْحَيِّ الْمُجَاوِرِ لَكَ يَا عَمُّ. فَسَأَلْتُهُمَا: هَلْ اَنْتُمَا تَأْتِيَانِ إِلَى هَذِهِ الْحَدِيْقَةِ كُلَّ صَبَاحٍ. فَقَالَتَا: لَا.

Glossary: **الكمات العسيرة**

Young; small	صَغِيرٌ (Adj SM) صِغَارٌ (P)
Son, boy	اِبْنٌ (SM) أَبْنَاءٌ (P)
About	عَنْ (Preposition)
Same/ the same	نَفْسٌ
School	مَدْرَسَةٌ (SF) مَدَارِسُ (P)
Together	مَعًا
To do	قَامَ / يَقُومُ/ قِيَامًا بِـ *
Home work	اَلْوَاجِبُ الْمَدْرَسِي
Always	دَائِمًا
One day/ on one day	ذَاتَ يَوْمٍ/ فِيْ يَوْمٍ
To ask	سَأَلَ/ يَسْأَلُ/ سُؤَالاً
Why	لِمَاذَا
Close/ close by	عَلَى مَقْرُبَةٍ مِّنْ
So/ so much; to this extent	إِلَى هَذَا الْحَدِّ
To behave	تَصَرَّفَ/ يَتَصَرَّفُ/ تَصَرُّفًا
Alike; similar	بِصُوْرَةٍ مُتَشَابِهَةٍ
Twin	تَوْأَمٌ (SM) تَوَائِمُ (P)
Another	آخَرُ
To get up	نَهَضَ/ يَنْهَضُ/ نُهُوْضًا
Good	طَيِّبٌ (Adj SM) طَيِّبُونَ (P)
Favourite	مُفَضَّلٌ (Adj SM)
Seat	مَقْعَدٌ (SM) مَقَاعِدُ (P)
To love	اَحَبَّ/ يُحِبُّ/ مَحَبَّةً

* For conjugation pattern, please see appendix.

No, not	لَيْسَ*
To walk	تَنَزَّهَ/ يَتَنَزَّهُ/تَنَزُّهًا
According to	وَفْقاً لِـ
Habit	عَادَةٌ (SF) عَادَاتٌ (P)
To Build up	بَنَى/ يَبْنِي/ بِنَاءً **
Accross	عَبْرَ
Year	سَنَةٌ (SF) سَنَوَاتٌ/سِنِيْنَ (P)
Continuous	مُتَتَالِيَةٌ
On; at the time of	لَدَى
To reach	وَصَلَ/يَصِلُ/ وُصُولاً **
Turn (Of the road)	مُنْعَطَفٌ (SM) مُنْعَطَفَاتٌ (P)
Road	طَرِيقٌ (SMF) طُرُقٌ (P)
To find	وجَدَ/ يَجِدُ/ وُجُودًا **
To wait	إِنْتَظَرَ/ يَنْتَظِرُ/ اِنْتِظَارًا
Waiting for me	فِي انْتِظَارِي
To walk; to go	مَشَى/ يَمْشِي/ مَشْيًا **
Towards, to	نَحْوَ
To enter	دَخَلَ/ يَدْخُلُ/ دُخُولاً

* This verb does not have the present indefinite form. It gives the intensified meaning of 'لاَ'. It functions like 'Kaana كَانَ' to govern the subject i.e. مُبتَدأ and خَبَر the predicate i.e. it gives ḍammah to the subject and causes *fatḥah* to the predicate. The conjugation of لَيْسَ is given hereunder for ready reference & future use:

لَيْسَ لَيْسَا لَيْسُوا لَيْسَتْ لَيْسَتَا لَسْنَ

لَسْتَ لَسْتُمَا لَسْتُمْ لَسْتِ لَسْتُمَا لَسْتُنَّ

لَسْتُ لَسْنَا

** For conjugation pattern, please see appendix

to see	رَأَى/ يَرَى/ رُؤْيَةً **
Grass	عُشْبٌ (SM) أَعْشَابٌ (P)
Soft	نَاعِمٌ (Adj. SM)
Before	قَبْلَ(used as prepositon)
Area; colony	حَيٌّ (SM) أَحْيَاءٌ (P)
Neighbouring	مُجَاوِرٌ (VNSM)
To come	أَتَى/ يَأْتِي/ إِتْيَانًا **

** For conjugation pattern see appendix.

LESSON — 21   الدرس — ٢١

Possessed & Possessor Or The Construct Phrase
الملكية والمالك او المركب الاضافى

This is a boy.	هَذَا وَلَدٌ.
He is a teacher's son.	هُوَ اِبْنُ مُدَرِّسٍ.
The teacher's son is a disciplined boy.	ابْنُ الْمُدَرِّسِ وَلَدٌ مُؤَدَّبٌ.
This is his school.	هٰذِهِ مَدْرَسَتُهُ.
His school is quite far from his house.	مَدْرَسَتُهُ بَعِيْدَةٌ جِدًّا مِنْ بَيْتِهِ.
He rides his bi-cycle	هُوَ يَرْكَبُ دَرَّاجَتَهُ
from his house to his school.	مِنْ بَيْتِهِ اِلَى مَدْرَسَتِهِ.
These are his friends.	هٰؤُلَاءِ اَصْدِقَاءُ هُ.
His friends like him.	أَصْدِقَاءُ هُ يُحِبُّونَهُ.
And he likes his friends.	وهُوَ يُحِبُّ اَصْدِقَائَهُ.
This is their class.	هذا فَصْلُهُمْ.
And this is their teacher.	وهذا مُدَرِّسُهُمْ.
The students are sitting.	الطُّلَّابُ جَالِسُونَ.
And their teacher is standing	وَ أُسْتَاذُهُمْ وَاقِفٌ
infront of the blackboard.	امَامَ السَّبُّورَةِ.
He is writing difficult words	هُوَ يَكْتُبُ الْكَلِمَاتِ الصَّعْبَةَ
on the blackboard.	عَلَى السَّبُّورَةِ.
His students are writing	طُلَّابُهُ يَكْتُبُونَ
these words in their copybooks	هذِهِ الْكَلِمَاتِ فِي كُرَّاسَاتِهِم
with their meanings.	مَعَ مَعَانِيْهَا.

Grammar:

The genitive case of the Arabic language is popularly known as possessed & possessor. It is called الاضافة in Arabic.

This kind of phrase indicates that some thing or some quality belongs to some one or some thing. This very relation of belonging is expressed by placing any two (nouns) in construct position or by using in English 'of' or the apostrophe 's' . However, in Arabic there does not exist any such word. This meaning is obtained by the placement of nouns in certain order with the adjustment of the vowelpoints. This is known as construct phrase or المركب الاضافى. As has been explained in the foregoing the relation of belonging between two objects in Arabic is created by placing two or more nouns in certain order. This kind of placement of nouns causes *kasrah* to the terminal letter of the possessor which noun precisely is known to be in the genitive case. *

The following things are to be borne in mind while making these kinds of construct phrases or sentences:

i) The object possessed is placed before the possessor.
ii) The possessor is placed immediately after the possessed.
iii) The object possessed does not admit nunnation i.e. the double vowel points.
iv) The possessed object in such possessive phrases and sentences does not take the definite article.

Example:

A teacher's son came.
I saw a teacher's son.
I went with a teacher's son.

* Nouns carrying *kasrah* for whatever grammatical reasons are known or categorised to be in the genitive case.

In the three sentences above the possessed object is إبن . It is therefore placed before مُدَرِّسٍ which is the possessor here. Now it would be seen that إبن has only one ḍammah in sentence no. 1, where it serves as subject of the verb قَدِمَ. In sentence no. 2: إبن has *fatḥah*. Here it is serving as object of the verb رَأَيْتُ. In sentence no. 3: إبن has *kasrah* because it is preceded by a preposition. Hence we find that the possessed objects carry vowelpoints according to their placement after the verb and the preposition. However, مُدَرِّسٍ the possessor invariably has *kasrah*. It has double *kasrah* because it is not defined with the definite article اَلْ. When the possessor is defined it admits only one *kasrah*. For example:

The teacher's son came	قَدِمَ اِبْنُ الْمُدَرِّسِ.
I saw the teacher's son.	رَأَيْتُ ابْنَ الْمُدَرِّسِ.
I went with the teacher's son.	ذَهَبْتُ مَعَ اِبْنِ الْمُدَرِّسِ.

In case of the dual and the sound plural masculine the 'noon ن' drops out when it is placed in construct position with another noun. For example إبْنَانِ is a dual noun meaning two sons. It will be put in construct position with the noun مُدَرِّسٌ in the following manner:

The two sons of the teacher came.	قَدِمَ إبْنَا الْمُدَرِّسِ.
I saw the two sons of the teacher.	رَأَيْتُ ابْنَى الْمُدَرِّسِ.
I went with the two sons of the teacher.	ذَهَبْتُ مَعَ ابْنَى الْمُدَرِّسِ.

مُدَرِّسُوْنَ is a sound plural of the singular مُدَرِّسٌ. When this مُدَرِّسُونَ is placed in construct postion with another noun كُلِّيَّةٌ it will decline in the following manner:

The teachers of the college came.	قَدِمَ مُدَرِّسُو الْكُلِّيَّةِ.
I saw the teachers of the college .	رَأَيْتُ مُدَرِّسِي الْكُلِّيَّةِ
I went with the teachers of the college.	ذَهَبْتُ مَعَ مُدَرِّسِي الْكُلِّيَّةِ.

This kind of placement of two nouns beside causing the meaning of belonging can also show that something is part of something . For example:

A cup of water/ a water cup	كُوْبُ مَاءٍ
A window of glass/ a glass window	شُبَّاكُ زُجَاجٍ

Exercises:

1. Put the following pairs of nouns in construct position to show belonging and use them in sentences of your own:

مَكْتَبَةٌ: جَامِعَةٌ/بَابٌ: بَيْتٌ/عَمِيْدٌ: كَلّيّةٌ/ كُرّاسَةٌ: بِنْتٌ/عَرُوْسَةٌ: طِفْلٌ

طَالِبٌ: مَدْرَسَةٌ/ قَلَمٌ: مُدَرّسٌ/سَيَّارَةٌ: سَفِيْرٌ/ مَائِدَةٌ: طَعَامٌ

2. Repeat exercise no: 1. with the duals & the plurals of the nouns.

3. Translate into Arabic:

This is my friend Hamid. He works in an office in Delhi. Hamid's office is in Krishi Bhavan. He goes to the office in the morning and comes back in the evening. Hamid likes to work hard. Hamid also likes to spend time with his office colleagues. He sits with the office colleagues in the lunch break. On sundays and holidays he likes to visit office colleagues and friends. This is Hamid's house. It has two rooms only. Hamid's wife keeps the two rooms of the house very clean. They are a small family of four including their two sons who are big enough.

4. Translate into English:

أَدْرُسُ فِيْ جَامِعَةِ جَوَاهَرْ لَال نِهْرُو. أَدْرُسُ فِي كُلِّيَّةِ اللُّغَاتِ. اَنَا اَدْرُسُ اللُّغَةَ الْعَرَبِيَّةَ. كُلِّيَّةُ اللُّغات وَاحِدَةٌ مِنْ كُلِّيَّاتٍ عَدِيْدَةٍ فِيْ جَامِعَةِ نِهْرُو. وَ فِي كُلِّ كُلِّيَةٍ مَرَاكِزُ مُخْتَلِفَةٌ. إِسْمُ مَرْكَزِى هُو مرْكَزُ الدِّرَاسَاتِ الْعَرَبِيَّةِ وَالْأفرِيْقِيَّةِ. هَذَا مَكْتَبُ الْجَامِعَةِ. مُوَظَّفُو مَكْتَبِ الْجَامِعَةِ أُنَاسٌ طَيِّبُون. انا بِصِفَتِي دَارِسًا أُقَابِلُ مُوَظَّفِي الْجَامِعَةِ مِنْ وَقْتٍ اِلَى وَقْتٍ طِوَالَ السَّنَةِ. وَكَذَلِكَ هُنَاكَ مُنَاسَبَاتٌ اَجْتَمِعُ فِيْهَا مَعَ مُوَظَّفِي الجَامِعَةِ. هَذِهِ مَكْتَبَتُنَا. مَكْتَبَةُ جَامِعَةِ نِهْرُو غَنِيَّةٌ جِدًّا مِنْ حَيْثُ الْكُتُبِ فى الْعُلُوْمِ وَ الآدَابِ وَاللُّغَاتِ وَ كُلِّ فُرُوْعِ الْمَعْرِفَةِ. جَامِعَةُ جَوَاهَر لَال نِهْرُو جَامِعَةٌ دَاخِلِيَّةٌ. لها مَدِيْنَةٌ سَكَنِيَّةٌ كَبِيْرَةٌ. لِهَذِهِ الْمَدِيْنَةِ السَّكَنِيَّةِ بَابَانِ رَئِيْسَانِ. تَرَى بَابَي الْجَامِعَةِ مَفْتُوحَيْنِ لَيْلًا وَنَهَارًا. يَجْلِسُ عَلَى بَابَي الْجَامِعَةِ رِجَالُ الأَمْنِ بِالتَّنَاوُبِ.

Glossary: **الكلمات العسيرة**

Some; a few	عَدِيْدَةٌ (Adj. SF)
Centre	مَرْكَزٌ (SM) مَرَاكِزُ(P)
Different; various	مُخْتَلِفٌ (Adj. SM)
Humanbeing, man	اِنْسَانٌ (SM) أُنَاسٌ (P)
Good	طَيِّبٌ (Adj. SM) طَيِّبُون (P)
Capacity	صِفَةٌ (SF)
In my capacity as a student	بِصِفَتِي دَارِسًا
Student	دَارِسٌ (SM) دَارِسُوْنَ (P)
To meet	قَابَلَ/ يُقَابِلُ/ مُقَابَلَةٌ
Whole, all...long	طِوَالَ
All the year round	طِوَالَ السَّنَةِ
Dean	عَمِيْدٌ (SM) عُمَدَاءُ (P)
Doll	عَرُوْسَةٌ (SF) عَرَائِسُ (P)
Ambassador	سَفِيْرٌ(SM) سُفَرَاءُ (P)
Table (dining)	مَائِدَةٌ (SF) مَوَائِدُ/مَائِدَاتٌ(P)
Food	طَعَامٌ (SM) اَطْعِمَةٌ (P)
To work	عَمِلَ/ يَعْمَلُ/ عَمَلاً
To like: to love	اَحَبَّ/ يُحِبُّ/ مَحَبَّةٌ
To work hard	اِجْتَهَدَ/ يَجْتَهِدُ/ اِجْتِهَادًا
To spend	اَنْفَقَ/ يُنْفِقُ/ اِنْفَاقاً
Colleague	زَمِيْلٌ (SM) زُمَلاءُ(P)
Lunch	غَدَاءٌ (SM)
Break, interval, period	فَتْرَةٌ (SF) فَتَرَاتٌ (P)
Holiday	عُطْلَةٌ (SF) عُطْلاتٌ (P)
To visit	زَارَ/ يَزُوْرُ/ زِيَارَةٌ

To keep	اَبْقَى/ يُبْقِي/ اِبْقَاءٌ
Family	أُسْرَةٌ (SF) أُسْرَاتٌ (P)
Small	صَغِيرٌ (Adj. SM) صِغَارٌ (P)
Of four	مِنْ أَرْبَعَةٍ
Including	بِانْضِمَامٍ
Big	كَبِيرٌ (Adj. SM) كِبَارٌ (P)
Enough, adequate	بِشَكْلٍ كَافٍ

LESSON — 22 الدرس — ٢٢

Adjective & the Noun Qualified
الصفة والموصوف

In fact I am a teacher.	فِي الوَاقِعِ اَنَا مُدَرِّسٌ .
I work in a secondary school.	اَعْمَلُ فِي مَدْرَسَةٍ ثَانَوِيَّةٍ.
The covered area of this school	اَلْمَسَاحَةُ الْمُغَطَّاةُ لِهَذِهِ الْمَدْرَسَةِ
is very big.	كَبِيْرَةٌ جِدًّا.
Besides, it has a big playground.	عِلَاوَةً عَنْ ذَلِكَ لَهَا مَيْدَانٌ كَبِيْرٌ .
We have combined education	لَنَا التَّعْلِيْمُ الْمُخْتَلِطُ
in this school.	فِي هَذِهِ الْمَدْرَسَةِ.
There are about two thousand boys	هُنَاكَ حَوَالَيْ اَلْفَي وَلَدٍ
and girls in this school.	وَبِنْتٍ فِي هَذِهِ الْمَدْرَسَةِ.
We have small girls and small boys	لَنَا بَنَاتٌ صَغِيْرَاتٌ وَ اَوْلَادٌ صِغَارٌ
in our school.	فِي مَدْرَسَتِنَا.
We also have big girls and big boys in	لَنَا اَيْضًا بَنَاتٌ كَبِيْرَاتٌ وَ أَوْلَادٌ كِبَارٌ فِي
this school.	هَذِهِ الْمَدْرَسَةِ.
We have two hundred teachers.	لَنَا مِئَتَا مُدَرِّسٍ.
I have a big class.	لِي فَصْلٌ كَبِيْرٌ.
Other teachers also have	لِلْمُدَرِّسِيْنَ الْآخَرِيْنَ اَيْضًا
big classes.	فُصُوْلٌ كَبِيْرَةٌ
We have only two small classes.	لَنَا فَقَطْ فَصْلَانِ صَغِيْرَانِ.
Our principal has recently bought	عَمِيْدُنَا اِشْتَرَى اَخِيْرًا
a new car.	سَيَّارَةً جَدِيْدَةً.
Other teachers also have cars.	لِلْمُدَرِّسِيْنَ الْآخَرِيْنَ اَيْضًا سَيَّارَاتٌ.
Those are old cars.	تِلْكَ سَيَّارَاتٌ قَدِيْمَةٌ .

This is the office of the principal.	هَذَا مَكْتَبُ الْعَمِيْدِ.
You will always see two sturdy peons	سَوفَ تَرَوْنَ دَائِمًا فَرَّاشَيْنِ قَوِيَّيْنِ
sitting at his door.	جَالِسَيْنِ عَلَى بَابِهِ.
These two sturdy peons	هَذَانِ الْفَرَّاشَانِ الْقَوِيَّانِ
always go with our dear principal	دَائِمًا يَذْهَبَانِ مَعَ عَمِيْدِنَا الْعَزِيْزِ
wherever he goes.	حَيْثُمَا يَذْهَبُ.
These two peons have their quarters	هَذَانِ الْفَرَّاشَانِ مَنْزِلَاهُمَا
in the school campus.	فِيْ مَدِيْنَةِ الْمَدْرَسَةِ.
Beside poultry birds	بِجَانِبِ الطُّيُورِ الدَّاجِنَةِ
they also keep beautiful	إِنَّهُمْ اَيْضًا يَقْتَنُونَ كِلَابًا جَمِيْلَةً
and tiny dogs. I also have taken	وَ صَغِيْرَةً. اَنَا اَيْضًا قَدْ اَخَذْتُ
one tiny dog from them.	كَلْبًا صَغِيْرًا مِنْهُمَا.
I love my tiny dog very much.	أُحِبُّ كَلْبِى الصَّغِيْرَ جِدًّا.
Do you also love dogs?	هَلْ اَنْتَ اَيْضًا تُحِبُّ الْكِلَابَ؟

Grammar:

Adjective in Arabic is known as صفة and the noun qualified by the adjective is called مَوصُوف . They are also known as نعت and مَنْعُوت respectively.

In Arabic the:

i) Adjective follows the noun it qualifies.

ii) Adjective completely agrees with its noun in:

a) case

b) definiteness and indefiniteness.

c) number

d) gender

Example:

A big boy came	قَدِمَ وَلَدٌ كَبِيْرٌ

The foregoing sentence is composed of three parts:

(He) came	قَدِمَ	intransitive verb
A boy	وَلَدٌ	a common noun
big	كَبِيرٌ	adjective

In this setence وَلَدٌ is a masculine noun of singular number. It is cosidered to be a common noun because it is not defined with the definite article اَلْ. It is in the nominative case being the subject of the intransitive verb قَدِمَ. Hence, the adjective كَبِيرٌ agrees with the noun in all aspects as mentioned above under (a) (b) (c) (d).

Similarly in the cases of the dual and plural nouns the adjective will fully agree with the noun it qualifies. For Example we would say:

Two boys came	قَدِمَ وَلَدَانِ
Two big boys came	قَدِمَ وَلَدَانِ كَبِيرَانِ
Boys came	قَدِمَ اَوْلَادٌ
Big boys came	قَدِمَ اَوْلَادٌ كِبَارٌ

And where the noun is defined with the definite article ال the adjective also will have to be defined with اَلْ. For example:

The big boy came قَدِمَ الْوَلَدُ الْكَبِيرُ

If the noun qualified is in the accusative or genitive cases the adjective also will follow. For example:

I saw a big boy رَأَيْتُ وَلَداً كَبِيراً

' Boy' in this sentence is the object of the transitive verb رَأَيْتُ and therefore, it is in the accusative case. The adjective here shall have to be placed in the accusative case.

And if we say:

I went to a big boy ذَهَبْتُ اِلَى وَلَدٍ كَبِيرٍ

We would find that the noun ولد is preceded by a preposition which functions in Arabic to cause *kasrah* to the terminal letter of the noun it precedes. It is therefore, the adjective also will have *kasrah*.

Similarly, if the noun is of the feminine gender the adjevctive also has to be feminine. All the Arabic adjectives of the masculine gender including the verbal nouns of the active and the passive voices which give adjectival meaning can be changed into the feminine gender by suffixing to them the round 'Taaة '. For example the adjective كَبِيْرٌ of the masculine gender will become كَبِيْرَةٌ after the round Taa ة is suffixed to it. This كَبِيْرَةٌ will decline to agree with the noun in case, number and all other aspects as explained above.

The plural of such feminine adjectives and adjectival nouns will be sound plural as explained in lesson no. 18. They will decline also as explained in the said lesson.

It should be remembered here that plurals of objects indicating non-humanbeings are treated on par with singular feminine for all purposes as explained in lesson no. 8. For example we would say:

The new books are expensive. اَلْكُتُبُ الْجَدِيْدَةُ ثَمِيْنَةٌ

It may be noted here that 'books اَلْكُتُبُ' is a nonhuman plural. It is therefore, the feminine singular adjective 'اَلْجَدِيْدَةُ new' is used.

Exercises:

1. Translate into Arabic:

This huge building is an office complex. They are mostly governmental offices. This huge and tall building has nine floors including the ground floor. The ground floor mainly consists of public canteens and a big co-operative store run by the government employees themselves. Besides, there are covered parking places for the official cars. For the visiting cars there is a big open space to park them. The ground floor and the surrounding area is very unsafe and unclean. There are bad people who roam about in this area. They are mostly tricksters and pickpockets. Besides, you can always see tens of dirty dogs loitering about . At other floors there are offices of different ministries. There is mixed working

force in all these offices. There are big officials and small officilas in these offices. There are men-officials and women-officials.

2. Given below are the masculine adjectives of singular number. Use them in sentences of your own. Also use suitably their dual and plural forms in sentences of your own.

سَرِيْعٌ، رَخِيْصٌ، صَعْبٌ، سَهْلٌ، قَبِيْحٌ، جَمِيْلٌ، قَصِيْرٌ، طَوِيْلٌ، قَدِيْمٌ، جَدِيْدٌ.

3. Render the adjectives in exercise no. 2 into those of the feminine gender for all numbers and suitably use them in sentences of your own.

4. Translate into English:

الف: هَذِه جَامِعَةُ جَوَاهَرْ لَال نِهْرُو. هَذِهِ جَامِعَةٌ كَبِيْرَةٌ. يَدْرُسُ فِيْ هَذِهِ الْجَامِعَةِ الْكَبِيْرَةِ الطُّلَّابُ الْكِبَارُ مَعَ الطَّالِبَاتِ الْكَبِيْرَاتِ. هَؤُلَاءِ الطُّلَّابُ الْكِبَارُ وَالطَّالِبَاتُ الْكَبِيْرَاتُ يُتَابِعُونَ دِرَاسَاتِهِمْ فِي الْعُلُومِ الْعَصْرِيَّةِ وَاللُّغَاتِ الْحَدِيْثَةِ. تُقَدِّمُ الْجَامِعَةُ كُورسَاتٍ مُنْتَظِمَةٍ كَامِلَةِ الدَّوَامِ فِي النَّهَارِ وَكُورسَاتٍ وَجِيْزَةٍ نِصْفِ الدَّوَامِ فِي الْمَسَاءِ. اَنَا طَالِبٌ فِيْ قِسْمِ اللُّغَةِ الْعَرَبِيَّةِ الْحَدِيْثَةِ. لَنَا فَصْلٌ صَغِيْرٌ وَ غُرْفَةٌ كَبِيْرَةٌ. لِلْغُرْفَةِ الْكَبِيْرَةِ بَابَانِ وَاسِعَانِ وَ شُبَّاكَانِ ضَيِّقَانِ. كَرَاسِيُّ الْغُرْفَةِ جَدِيْدَةٌ وَ مُرِيْحَةٌ. سَوْفَ تَرَى هَذَيْنِ الْبَابَيْنِ الْوَاسِعَيْنِ مَفْتُوحَيْنِ دَائِمًا خِلَالَ سَاعَاتِ دَوَامِ الْجَامِعَةِ. يَدْخُلُ طُلَّابُ هَذِهِ الْغُرْفَةِ مِنْ هَذَيْنِ الْبَابَيْنِ الْوَاسِعَيْنِ وَيَخْرُجُونَ مِنْهُمَا.

ب: قَالَتِ الْمُدَرِّسَةُ: نَحْنُ الآنَ فِيْ اَوَائِلِ الشِّتَاءِ. هذِهِ الاَيَّامُ لَيْسَتْ حَارَّةً وَلَابَارِدَةً. هِيَ اَيَّامٌ لَطِيْفَةٌ جِدًّا. لِمَاذَا لَاتَذْهَبُ فِي نُزْهَةٍ. نَذْهَبُ مَثَلاً اِلَى حَدِيْقَةِ الْحَيَوَانَاتِ لِنَرَى اَنْوَاعًا مُخْتَلِفَةً مِّنَ الْحَيَوَانَاتِ وَالطُّيُورِ. تَتَوَاجَدُ فِيْ حَدِيْقَةِ الْحَيَوَانَاتِ حَيَوَانَاتٌ مُفْتَرِسَةٌ. وَكَذَلِكَ نَجِدُ فِيْ الْحَدِيْقَةِ حَيَوَانَاتٍ نَادِرَةً وَ طُيُورًا غَرِيْبَةً. فَصَفَّقَ جَمِيْعُ الطُّلَّابِ الْحَاضِرِيْنَ وَ الطَّالِبَاتِ الْحَاضِرَاتِ.

فَقَالَتِ الْمُدَرِّسَةُ: نَذْهَبُ إِنْ شَاءَ اللّٰهُ، اِلَى حَدِيْقَةِ الْحَيَوَانَاتِ فِي يَوْمِ السَّبْتِ الْقَادِمِ. نَجْتَمِعُ فِي فِنَاءِ الْمَدْرَسَةِ فِي السَّبْتِ الْقَادِمِ فِي السَّاعَةِ الثَّامِنَةِ وَ مِنْ هُنَاك نَذْهَبُ اِلَى حَدِيْقَةِ الْحَيَوَانَاتِ. وَافَقَ الْجَمِيْعُ عَلَى ذَلِك. بَعْدَ ذَلِك اَخَذَتِ الْمُدَرِّسَةُ تُدَرِّسُنَا دَرْسًا جَدِيْداً.

Glossary: الكلمات العسيرة

Reality	وَاقِعٌ
Teacher	مُدَرِّسٌ (SM) مُدَرِّسُونَ (P)
To work	عَمِلَ/ يَعْمَلُ/ عَمَلاً
Secondary	ثَانَوِيٌّ (Adj. SM)
Area; terrain, sector	مِسَاحَةٌ (SF) مِسَاحَاتٌ (P)
Covered	مُغَطًّى (VNSM)
Apart from	عِلَاوَةً عَنْ
Ground; square	مَيْدَانٌ (SM) مَيَادِيْنُ (P)
Mixed, combined	مُخْتَلِطٌ
Around	حَوَالَى
One thousand	اَلْفٌ
Small, young	صَغِيْرٌ (Adj. SM) صِغَارٌ (P)
Small, young	صَغِيْرَةٌ (Adj. SF) صَغِيْرَاتٌ (P)
One hundred	مِائَةٌ/ مِئَةٌ
Calss	فَصْلٌ (SM) فصول (P)
Principal	عَمِيْدٌ (SM) عُمَدَاءُ (P)
To buy	اِشْتَرَى/ يَشْتَرِى/ اِشْتِرَاءً
New	جَدِيْدٌ (Adj. SM) جُدُدٌ (P)
Old	قَدِيْمٌ (Adj. SM) قُدَامَى (P)
To see	رَاٰى/ يَرَى/ رُؤْيَةً
Peon; attendant	فَرَّاشٌ (SM) فَرَّاشُونَ (P)
Strong	قَوِيٌّ (Adj. SM) اقوياء (P)
Always	دَائِمًا
With	مَعَ (Preposition)

Dear; beloved	عَزِيزٌ (Adj. SM) اَعِزَّاءُ (P)
Wherever	حَيْثُمَا
House	مَنْزِلٌ (SM) مَنَازِلُ (P)
Ground	اَرْضِيٌّ (Adj. SF)
Ground floor	اَلدَّوْرُ الْاَرْضِيُّ
Bird	طَائِرٌ (SM) طُيُورٌ(P)
Poultry, domesticated (animals/ birds)	دَاجِنٌ (دَاجِنَةٌ)
Beside; in addition to	بِجَانِب
To keep; to acquire	اِقْتَنَى / يَقْتَنِي / اِقْتِنَاءً
To take	اَخَذَ / يَأْخُذُ / اَخْذًا
Expensive; costly	ثَمِيْنٌ (Adj. SM)
Fast	سَرِيْعٌ (Adj. SM) سِرَاعٌ (P)
Cheap	رَخِيْصٌ (Adj. SM) رِخَاصٌ (P)
Difficult	صَعْبٌ(Adj. SM) صِعَابٌ (P)
Easy	سَهْلٌ (Adj.SM)
Ugly	قَبِيْحٌ (Adj. SM) قِبَاحٌ (P)
Beautiful, handsome	جَمِيْلٌ(Adj. SM)
Short	قَصِيْرٌ(Adj. SM) قِصَارٌ (P)
Tall	طَوِيْلٌ (Adj. SM) طِوَالٌ (P)
To study	دَرَسَ / يَدْرُسُ / دِرَاسَةً
To pursue	تَابَعَ / يُتَابِعُ / مُتَابَعَةٌ
Studies	دِرَاسَةٌ (SF) دِرَاسَاتٌ (P)
Science	عِلْمٌ (SM) عُلُوْمٌ (P)
Modern	حَدِيْثٌ (Adj. SM)
Course (of study)	كُورس (SM) كُورسَاتٌ (P)

Regular	مُنْتَظِمٌ
Full time	كَامِلُ الدَّوَامِ
Brief; short	(Adj. SM) وَجِيزٌ
Part-time	نِصْفُ الدَّوَامِ
Narrow	(Adj. SM) ضَيِّقٌ
Wide; broad	(Adj.SM)وَاسِعٌ
Comfortable	(Adj. SM) مُرِيحٌ

LESSON — 23   الدرس — ٢٣

Imperative Verb And Negative Verb
فعل الامرو فعل النهى

English	Arabic
That day was very hot in	كان ذَلِك الْيَومُ حَارًّا جِدًّا فِي
midsummer.	اواسطِ الصَّيفِ.
We were present in the class (room)	كُنّا مَوْجُودِيْنَ فِي الْفَصْلِ
waiting for the teacher.	فِي اِنْتِظَارِ الأُسْتَاذِ.
The teacher was late today.	كان الأُسْتَاذُ مُتَأَخِّرًا الْيَومَ.
The teacher came	جاء الأُسْتَاذُ
and he entered the class (room).	و دخلَ الْفَصْلَ.
We greeted him.	سلّمْنَا عَلَيْهِ.
The teacher returned the greetings	ردَّ الأُسْتَاذُ السَّلَامَ
and he said:	وقال:
Today is very hot, then he said to me:	اليوم حارٌّ جِدًّا ثُمَّ قَالَ لِي:
Ram Kumar, put on the light	يا رام كُومَار، اَشْعِلِ النُّوْرَ
and turn on the fan & open	وافتح الْمِرْوَحَةَ
the window.	والشُّبَّاكَ.
After that the teacher said:	بعد ذلك قَالَ الأُسْتَاذُ:
Open your book O' Adil.	افتح كِتَابَكَ يَا عَادِلُ.
Boys, open your books.	افتحوا كُتُبَكُمْ يَا اَوْلَادُ.
The teacher began to teach	اخذ الأُسْتَاذُ يُدَرِّسُ
and he wrote the difficult words	وكتبَ الْكَلِمَاتِ الصَّعْبَةَ
on the blackboard.	على السَّبُّورَةِ.

The students began to write	أَخَذَ الطُّلَّابُ يَكْتُبُونَ
the meanings in their notebooks.	الْمَعَانِيَ فِي كُرَّاسَاتِهِم.
The teacher asked Asha:	سَأَلَ الأُسْتَاذُ آشَا:
Where is your note book, Asha?	أَيْنَ كُرَّاسَتُكِ يَا آشَا؟
Open your notebook and write	إِفْتَحِي كُرَّاسَتَكِ وَاكْتُبِي
these words with their meanings	هَذِهِ الْكَلِمَاتِ مَعَ مَعَانِيْهَا
and do not talk with others.	وَلَاتَتَحَدَّثِي مَعَ الآخَرِيْنَ.
Why do you write on	لِمَاذَا تَكْتُبُ عَلَى
the book , Adil?	الْكِتَابِ يَا عَادِلُ؟
Don't write on the book, Adil.	لَا تَكْتُبْ عَلَى الْكِتَابِ يَا عَادِلُ.
Don't write on the book, boys.	لَا تَكْتُبُوا عَلَى الْكِتَابِ يَا اَوْلَادُ.
Don't write on the book, Miss.	لَا تَكْتُبِي عَلَى الْكِتَابِ يَا آنِسَةُ.
Don't write on the book, girls.	لَا تَكْتُبْنَ عَلَى الْكِتَابِ يَا بَنَاتُ.
During the lesson the teacher cast	خِلَالَ الدَّرْسِ اَلْقَى الأُسْتَاذُ
a look at the class and asked	نَظْرَةً عَلَى الْفَصْلِ وَسَأَلَ
about Hamid: Where is Hamid?	عَنْ حَامِدٍ، أَيْنَ حَامِدٌ؟
Munir said: Sir, Hamid is unwell.	قَالَ مُنِيْر: سَيِّدِي ، حَامِدٌ مَرِيْضٌ.
The teacher said: Let Hamid take rest	قَالَ الأُسْتَاذُ: فَلْيَسْتَرِحْ حَامِدٌ
for two or three days.	لِيَوْمَيْنِ اَوْثَلَاثَةِ اَيَّامٍ.
After his recovery from illness	بَعْدَ اِفَاقَتِهِ مِنَ الْمَرَضِ
I will repeat this lesson for him.	أُعِيْدُ لَهُ هَذَا الدَّرْسَ.
Let us continue the lesson now.	فَلْنُوَاصِلْ الدَّرْسَ الآنَ.
During the lesson	خِلَالَ الدَّرْسِ
the school principal came	قَدِمَ عَمِيْدُ الْمَدْرَسَةِ
and he entered the room.	وَ دَخَلَ الْغُرْفَةَ .

The teacher rose for him	فقامَ لَهُ الأُستاذُ
and he said: Sir, please come.	وقالَ: تَفَضَّلْ يا سَيِّدِي.
The principal spoke to the teacher	تحدّث العَمِيدُ إلَى المُدَرِّسِ
for a while and returned.	قليلاً وَ عادَ.
The bell rang and the lesson ended.	دقّ الْجَرَسُ وَانْتَهى الدَّرْسُ.

Grammar:

The imperative verb i.e. فعل الامر and the negative verb i.e. فعل النهى are formed from those forms of the present imperfect verb i.e. الفعل المضارع which indicate second person i.e. صيغة الحاضر. In the case of the triliteral verbs i.e. verbs which have three original letters, we have to drop the symbol of مضارع which will necessarily be ت in all cases. After removing the symbol of مضارع we look at the first original letter. In most of the cases it will have a sokoon and we can not read any word in Arabic which begins with a silent letter. Therefore, we prefix to it one alif with Hamza ء . If the second original letter has *fatḥah* or *kasrah* then this alif ا is given *kasrah*. If the second original letter has ḍammah then the 'Alif ا' so prefixed is given ḍammah. The last letter of the verb is given Sokoon ـْ . For example:

To go تَذْهَبُ يَذْهَبُ ذَهَبَ
إذْهَبْ

In this case the ت of تَذْهَبُ is dropped. Now we find that the letter ذْ bears sokoon. Therefore, we prefix to it alif with Hamza ء and because the second original letter has *fatḥah*, therefore, we give *kasrah* to this alif. The last letter which is ب in this case, is given sokoon. Now we read this form of the verb as:

Idh hab إذْهَبْ

In the case of the singular feminine, the dual masculine and the dual feminine and the plural masculine forms of the verb, the letter noon ن is dropped. The last letter alif ا Yaa ى and و waw are considered to be carrying sokoon as elongative vowels, therefore, we don't add any letter at

the end of these forms of the verb except the plural maculine form of the verb. We suffix to it one 'Alif ا' which is Known as protective 'Alif ا'*
For example:

singular feminine	تَذْهَبِيْنَ	إِذْهَبِى
dual masculine	تَذْهَبَان	إِذْهَبَا
dual feminine	تَذْهَبَانِ	إِذْهَبَا
Plural masculine	تَذْهَبُوْنَ	إِذْهَبُوا

In the case of the plural feminine the letter noon ن is retained with its original *fathah*. For example:

تَذْهَبْنَ إِذْهَبْنَ

In the case of verbs which have more than three letters- whether original or additional-after removing the symbol of مضارع, if we find that the next letter has a vowel, then in that case we only give sokoon to the last letter of the verb and follow the procedure as explained above for obtaining other forms i.e. dual and plural etc, of the verb.

Example:

تُسَافِرُ to travel يُسَافِرُ سَافَرَ

After removing the symbol of مضارع we have سَافِرُ form of the verb. In this case س is having a *fathah*, Therefore, we only give sokoon to the last letter

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* In the plural masculine form of the imperative we suffix one Alif to the original letters of the verb. This Alif is called "protective Alif" which disappears when the verb is followed by any linkable personal pronoun.

Example:

Beat him (you all men) اِضْرِبُوه

However, this alif has to make physical apperance in written Arabic if the verb is followed by any other noun, pronoun or proper-noun.

Beat the boy (you all men)	اِضْرِبُوا الْوَلَدَ
Beat this boy (you all men)	اِضْرِبُوا هٰذَا الْوَلَدَ
Beat Hamid (you all men)	اِضْرِبُوا حَامِدًا

which is Raa in this case and in this way, we obtain the following form:

سَافِرْ

For other forms of the verb we follow the procedure as explained above:

singular masculine	سَافِرْ	تُسَافِرُ
dual masculine	سَافِرَا	تُسَافِرَانِ
plural masculine	سَافِرُوْا	تُسَافِرُونَ
singular feminine	سَافِرِىْ	تُسَافِرِيْنَ
dual feminine	سَافِرَا	تُسَافِرَانِ
plural feminine	سَافِرْنَ	تُسَافِرْنَ

If we find that after removing the symbol of مضارع , the next letter has sokoon, then in that case we prefix to such a verb one Alif/ Hamza with *kasrah* and give sokoon to the last letter. For example:

تَسْتَقْبِلُ to receive (s.o.) يَسْتَقْبِلُ اِسْتَقْبَلَ

اِسْتَقْبِلْ

If the verb is causative on the pattern of افعَلَ/يُفعِلُ then in that case after removing the symbol of مضارع we prefix to it Alif/ Hamza with *fatḥah* and give sokoon to the last letter . For example:

تُجْلِسُ to seat يُجْلِسُ أجْلَسَ

أجْلِسْ

In the case of verbs which end with two identical letters and written as one with the help of shadda, we, after dropping the symbol of the present imperfect, either separate them and write them as two separate entities and prefix to them one Alif with appropriate vowel point or read them with a *fatḥah* at the terminal letter while at the same time retaining the existing vowel point on the letter after dropping symbol of the present indicative. For example:

to stretch	تَمُدُّ	يَمُدُّ	مَدَّ
singular masculine		اُمْدُدْ	مُدَّ

dual masculine	أُمْدُدَا	مُدَّا
plural masculine	أُمْدُدُوا	مُدُّوا
singular feminine	أُمْدُدِي	مُدِّي
dual feminine	أُمْدُدَا	مُدَّا
plural feminine	أُمْدُدْنَ	أُمْدُدْنَ

In the case of triliteral verbs which have ا ، و or ى as the medial letter preceded by an even vowel, we would drop this letter in the singular masculine and plural feminine imperative verbs while retaining it in the other four forms for obvious reasons.

Examples:

		تَقُولُ	to say	يَقُولُ	قَالَ
قُلْنَ	قُوْلَا	قُولِيْ	قُولُوا	قُولَا	قُلْ
		تَنَامُ	to sleep	يَنَامُ	نَامَ
نَمْنَ	نَامَا	نَامِي	نَامُوا	نَامَا	نَمْ

Arabic imperative verb may also be used in the meaning of request e.g. إجْلِسْ which means "sit down", may also mean in the given circumstances "Please sit down". However, the phrase. مِنْ فَضْلِكَ meaning 'Please" is normally appended to the imperative, e.g. إجْلِسْ، مِنْ فَضْلِكَ is the standard and widely followed form of rendering the dictative meaning of the imperative into the polite meaning of request.

The negative form of the verb is obtained by using the negative particle لا before the present imperfect verb without disturbing the order of the letters of the verb. Only the last letter of the verb is given sokoon. Other forms of the verb i.e. dual and plural etc, are obtained by applying the same procedure as in the case of the imperative verb. That is to say, we drop all the 'noons ن' and retain only the noon ن of the plural feminine with its original *fatḥah*. We also suffix the protective alif ا , to the plural masculine form of the verb subject to rules as explained in the imperative. For example:

singualr masculine	لاَ تَذْهَبْ	تَذْهَبُ
dual masculine	لاَتَذْهَبَا	تَذْهَبَانِ
plural masculine	لاَتَذْهَبُوا	تَذْهَبُونَ
singular feminine	لاَ تَذْهَبِي	تَذْهَبِينَ
dual feminine	لاَتَذْهَبَا	تَذْهَبَانِ
plural feminine	لاَتَذْهَبْنَ	تَذْهَبْنَ

تَفَضَّلْ is the most apt equivalent of "please" which might be used at any occasion without using the required word. For example, opening the door you can invite your visitor inside the house by merely saying تَفَضَّلْ without saying اُدْخُلْ which alone means "enter". Or pointing to a chair you can simply say تَفَضَّلْ and in the context it would mean ''please sit down''. .

تَفَضَّلْ is aslo thoroughly conjugated on the تَفَعَّلْ pattern.

Imperative for the third & the first persons

For obvious reasons, the third and the first person nouns can not be ordered or dictated to do anything. However, suggestions may be made to them as they may be made to the second person nouns.

This meaning in English is conveyed by the verbs "let, should, must or ought to". Beside other ways of conveying the same meaning in Arabic, we use one ل with *kasrah*. This ل is known in the grammar terminology of the Arabic language as the ل of imperative i.e. لامِ الامر. This "laam" causes a sokoon to the terminal letter of the present indicative and causes removal of all the ن letters except those of the third and second persons of plural feminine. The meaning of a verb bedecked with this "laam" is interpreted with 'should' or 'let' or any other word with a similar meaning.

If this "laam" is preceded by و and ف "And" and "Then", then this " laam" is given a "sokoon".

And he should go	وَلْيَذْهَبْ
Then he should go	فَلْيَذْهَبْ

Exercises:

1) Make the imperatives and the negatives from the following verbs and use them in sentences of your own:

To drink	شَرِبَ / يَشْرَبُ / شُرْبًا
To kill	قَتَلَ / يَقْتُلُ / قَتْلاً
To break	كَسَرَ / يَكْسِرُ / كَسْراً
To come forward, to apply	تَقَدَّمَ / يَتَقَدَّمُ / تَقَدُّماً
To be happy	سَعِدَ / يَسْعَدُ / سَعَادَةً
To hear; to listen	سَمِعَ / يَسْمَعُ / سَمْعًا
To seat	أَجْلَسَ / يُجْلِسُ / إِجْلَاسًا
To inform	أَخْبَرَ / يُخْبِرُ / إِخْبَارًا
To break (into pieces)	كَسَّرَ / يُكَسِّرُ / تَكْسِيرًا
To tear	مَزَّقَ / يُمَزِّقُ / تَمْزِيقاً
To drive	سَاقَ / يَسُوقُ / سَوْقًا
To lead	قَادَ / يَقُودُ / قِيَادَةً

2) Translate into Arabic:

(A) 1. Open (PM) your books and read lesson no. 21.

2. Eat (SF) your breakfast and go to your school. You must reach there before eight O' clock.
3. Read (DM) Your lesson aloud and learn it by heart.
4. Please don't shout (PF) at me like this.
5. Don't break (SM) the glass; it is very expensive.
6. Don't enter (PM) his room without his permission.
7. Knock (SF) the door before you enter.
8. Don't drive (SM) the car without licence.
9. Please don't stand (PM) in the passage.
10. Write (SM) a letter immediately after reaching there.

(B) It was a very nice day in the early monsoon season. My children asked me to go to the Zoo. I agreed to this proposal. We started making preparation. My younger daughter took some of her toys. I told her: Don't take your toys. You will have no time to play with them. I told my son: Don't forget drinking water. I told my wife: Please take one or two umbrellas also. When we reached the Zoo I gave money to my children and told them: Go together. Stand in the queue and buy four tickets. Inside the Zoo when we were offering groundnuts to the monkeys, one watchman approached us. He said: Please don't offer anything to the animals. It is not allowed. We moved on from cage to cage and saw many animals and birds. In the evening when we returned home, we were very tired.

3. Translate into English:

بعْد غياب يومَيْنِ اَوْ ثَلاثَةِ أيَّامٍ ذَهَبْتُ اِلَى الْمَدْرَسَةِ لِحُضُورِ فَصْلِي. رَآنِي الأُسْتَاذُ وَاسْتَوقَفَنِي ووقفْتُ. سَأَلَنِي الأُسْتَاذُ: أيْنَ كُنْتَ؟ فَقُلْتُ لَهُ: سَيِّدِي، كُنْتُ مَرِيضاً. قَالَ الأُسْتَاذُ: إِذْهَبِ الآنَ اِلَى ناظر الْمَدْرَسَةِ وَقَدِّمْ لَهُ طَلَبَ الإِجَازةِ.

عنْدما وصَلْتُ غُرْفَةَ النَّاظِرِ كُنْتُ خَائِفًا. وَلَكِنَّ النَّاظِرَ اِسْتَقْبَلَنِى بِبَشَاشَةٍ وَحَرَارَةٍ. فَشَرَحْتُ لَهُ مطْلوبِى فَقَالَ لِيَ النَّاظِرُ: اُكْتُبْ لِيْ طَلَبًا وَجِيزًا وَوَقِّعْ عَلَيْهِ. وَسَيُوَقِّعُ عَلَيْهِ اَيْضًا وَالِدُك. غَدًا تقَدِّمْ إِلَيَّ بالطَّلَبِ. بَعْدَ ذَلِك عُدْتُ اِلَى فَصْلِي. فَقَالَ الأُسْتَاذُ: اِجْلِسْ وَ اسْمَعْ اِلَى الدَّرْسِ بِانْتِبَاهٍ ولاتُزْعِجْ زُمَلاتَك. فِي نَفْسِ الْوَقْتِ أَخَذَ الطُّلاَّبُ يَتَحَدَّثُونَ فِيْمَا بَيْنَهُم فَقَالَ الأُسْتَاذُ: يَا اَوْلَادُ، لاتَتَحَدَّثُوا وَاقْرَءُوا دَرْسَكُمْ جَيِّدًا.

4) Separate the imperative and the negative forms of the verbs from the exercise no. 3 above and use them in sentences of your own.

Glossary: الكلمات العسيرة:

Before	قَبْلَ
8'O clock	اَلسَّاعَةُ الثَّامِنَةُ
Aloud	بِصَوتٍ عَالِي / بِصَوتٍ عَالٍ

To learn by heart	اِسْتَظْهَرَ / يَسْتَظْهِرُ / اِسْتِظْهَارًا
To shout	صَرَخَ / يَصْرُخُ / صُرَاخًا
(He shouted) at me	(صَرَخَ) فِيَّ
Like this	هَكَذَا
To enter	دَخَلَ / يَدْخُلُ / دُخُولاً
Without	بِدُوْنِ ، بِغَيْرِ
Permission/ permit	إِذْنٌ (SM) أُذُونٌ (P)
To break	كَسَرَ / يَكْسِرُ / كَسْرًا
Glass	زُجَاجٌ (SM) زُجَاجَاتٌ (P)
Expensive	ثَمِيْنٌ (Adj. SM)
To knock	طَرَقَ / يَطْرُقُ / طَرْقًا
To drive	سَاقَ / يَسُوقُ / سَوْقًا
Licence	رُخْصَةٌ (SF) رُخَصٌ (P)
To stand	وَقَفَ / يَقِفُ / وُقُوفًا
Passage, way	مَمَرٌّ (SM) مَمَرَّاتٌ (P)
Letter	خِطَابٌ(SM) خِطَابَاتٌ (P)
Immediately after	فَوْرَ
Immediately	فَوْرًا
To search (for)	بَحَثَ / يَبْحَثُ عَنْ (بَحْثًا عَنْ)
To contact (s.o.)	اِتَّصَلَ / يَتَّصِلُ بِ / اِتِّصَالاً
To ask; to request	سَأَلَ / يَسْأَلُ / سُؤَالاً
To beware	اِحْتَرَسَ / يَحْتَرِسُ / اِحْتِرَاسًا
Lesson	دَرْسٌ(SM) دُرُوسٌ (P)
House	بَيْتٌ (SM) بُيُوتٌ (P)
Thief	سَارِقٌ (SM) سَارِقُونَ (P)
Thief	لِصٌّ (SM) لُصُوصٌ (P)
Train	قِطَارٌ (SM) قِطَارَاتٌ (P)
Season	فَصْلٌ (SM) فُصُولٌ (P)

Summer season	صَيْفٌ/فَصْلُ الصَّيْفِ
Because, that is why	لِذَلِكَ
Journey	سَفَرٌ(SM) أَسْفَارٌ (P)
Comfortable	مُرِيحٌ (VNSM)
Wine	خَمْرٌ (SMF) خُمُورٌ (P)
To collect; to assemble	جَمَّعَ/ يُجَمِّعُ/ تَجْمِيعاً
To receive (s.o)	اِسْتَقْبَلَ/ يَسْتَقْبِلُ/ اِسْتِقْبَالاً
To allow entry	اَدْخَلَ/ يُدْخِلُ اِدْخَالاً
Respect	اِحْتِرَامٌ

LESSON — 24   الدرس — ٢٤

Adjective Of The Comparative And The Superlative Degrees

اسم التفضيل

The city of Delhi is a big city.	مَدِيْنَةُ دِلْهِيْ مَدِيْنَةٌ كَبِيْرَةٌ .
It is divided into Old Delhi	هِيَ مُنْقَسِمَةٌ فِي مَدِيْنَةِ دِلْهِي الْقَدِيْمَةِ
and New Delhi.	وَ دِلْهِي اَلْجَدِيْدَةِ.
New Delhi is bigger	دِلْهِيْ اَلْجَدِيْدَةُ اَكْبَرُ
than Old Delhi.	مِنْ دِلْهِي الْقَدِيْمَةِ.
Old Delhi is more congested	دِلْهِي الْقَدِيْمَةُ اَكْثَرُ اِزْدِحَامًا
than New Delhi.	مِنْ دِلْهِيْ اَلْجَدِيْدَةِ.
In New Delhi the houses are big	فِيْ دِلْهِي الْجَدِيْدَةِ اَلْبُيُوتُ كَبِيْرَةٌ
and the roads are wide.	وَالشَّوَارِعُ وَاسِعَةٌ.
In Old Delhi the houses are small	فِي دِلْهِي اَلْقَدِيْمَةِ اَلْبُيُوتُ صَغِيْرَةٌ
and the roads are narrow.	وَالشَّوارِعُ ضَيِّقَةٌ.
n New Delhi you will find	فِي دِلْهِي الْجَدِيْدَةِ تَجِدُ
he most important offices	اَهَمَّ الْمَكَاتِبِ
of the government of India.	لِلْحُكُومَةِ الْهِنْدِيَّةِ.
n Delhi you will find the	فِيْ دِلْهِي سَوْفَ تَجِدُ
historical buildings including	الْمَبَانِي التَّارِيْخِيَّةَ بِانْضِمَامِ
Qutub Minar.	قُطْبُ مِيْنَار.
t is the tallest minaret in India.	هِيَ اَطْوَلُ مَنَارَةٍ فِي الْهِنْدِ.
t is not the oldest building in India.	هِيَ لَيْسَتْ اَقْدَمَ الْمَبَانِيْ فِي الْهِنْدِ.
Beside these monuments	بِجَانِبِ هذه الآثَارِ
here are found	يُوجَدُ هُنَاكَ

other places of importance	أَمَاكِنُ الإِهْتِمَامِ الأُخْرَى
like the National Museum	مِنْ أَمْثَالِ المَتْحَفِ القَومِي
and the National Archives,	وَمَكْتَبِ الأَرَاشِيفِ القَومِي
and the cultural centres	وَمَرَاكِزِ الثَّقَافَةِ
and the scientific research .	وَالبَحْثِ العِلْمِي.
Delhi is a big city	دِلْهِي مَدِينَةٌ كَبِيْرَةٌ
and it is known all over the world.	وَهِيَ مَعْرُوفَةٌ فِي كُلِّ العَالَمِ.

Grammar:

Indeed the comparative and the superlative dgrees are different forms of simple stative adjective.

In Arabic all such adjectives and adjectival/verbal nouns which are based on triliteral verbs can easily be changed into adjectives of comparative degree by prefixing one alif with fatḥah to the original or the root letters of the verbs.

In this case the first original letter will have Sokoon, the second letter will have fatḥah and the third ***ḍammah***.

For example we take the adjective قَصِيْرٌ. It means short (in stature or length). This adjective is originally derived from قصر. Now to obtain the comparative degree we have to apply the formula explained above:

أَ + قَصَرُ = أَقْصَرُ

This form of the adjective will mean: shorter. In English the comparative is followed by 'than', which meaning in Arabic is obtained by using مِنْ .

Thus if we want to say that:

This boy is short......we would say in Arabic هَذَا الوَلَدُ قَصِيْرٌ and if we want to say 'This boy is shorter', we would say in Arabic: هَذَا الوَلَدُ أَقْصَرُ

However, if we want to say that:

This boy is shorter than that boy, then we would say in Arabic:

هَذَا الوَلَدُ أَقْصَرُ مِنْ ذَلِكَ الوَلَدِ.

It may be remembered that the majority of such derived adjectives consists of four letters. In the following are given a few examples of simple adjectives and adjectival nouns being changed into adjectives of comparative degree. Let us take for example:

Shorter أَقْصَرُ (من قصر) short قَصِيْرٌ

Wiser أَعْقَلُ (من عقل) wise عَاقِلٌ

more beautiful أَجْمَلُ (من جمل) beautiful جَمِيْلٌ

And if we want to express the superlative degree of the adjective we use only the adjectival noun of comparative degree immediately followed by the plural of the noun bedecked with the definite article ال. In this case also the last letter of the plural noun will have a ***kasrah***. Let us suppose that we want to say that: He is the shortest man or He is the 'Shortest' of the men. In Arabic we would express this meaning as under:

هُوَ اَقْصَرُ الرِّجَالِ

There is another way of expressing superlative degree. We can use the comparative degree of the adjective immediately followed by the concerned noun in singular number and in this case the singular noun will not admit the definite article and the terminal letter will take double ***kasrah***. Example:

He is the shortest man هُوَ اَقْصَرُ رَجُلٍ

It should also be clarified that this اقصر من in the case of comparative and only اَقْصَرُ in the case of superlative degree respectively are treated as fixed patterns or forms which are used with all nouns irrespective of their number and gender as would become amply evident if you carefully peruse the following sentences:

This man is short.	هَذَا الرَّجُلُ قَصِيْرٌ.
This man is shorter than that man.	هَذَا الرَّجُلُ اَقْصَرُ مِنْ ذَلِكَ الرَّجُلِ .
This is the shortest man.	هَذَا اَقْصَرُ الرِّجَالِ.
This boy is tall.	هَذَا الْوَلَدُ طَوِيْلٌ.
This boy is taller than that boy.	هَذَا الْوَلَدُ اَطْوَلُ مِنْ ذَلِكَ الْوَلَدِ.

This is the tallest boy.	هَذَا اَطْوَلُ الاَوْلَادِ.
This train is fast.	هَذَا الْقِطَارُ سَرِيْعٌ.
This train is faster than that train.	هَذَا الْقِطَارُ اَسْرَعُ مِنْ ذَلِكَ الْقِطَارِ.
This is the fastest train.	هَذا اَسْرَعُ الْقِطَارَاتِ.
This pen is cheap.	هذا الْقَلَمُ رَخِيْصٌ.
This pen is cheaper than that pen.	هَذَا الْقَلَمُ اَرْخَصُ مِنْ ذَلِكَ الْقَلَمِ.
This is the cheapest pen.	هَذَا اَرْخَصُ الاَقْلَامِ.
This house is beautiful.	هَذَا الْبَيْتُ جَمِيْلٌ.
This house is more beautiful than that house.	هذا الْبَيْتُ اَجْمَلُ مِنْ ذَلِكَ الْبَيْتِ.
This is the most beautiful house.	هذَا اَجْمَلُ الْبُيُوتِ.
This girl is tall.	هذهِ الْبِنْتُ طَوِيْلَةٌ.
This girl is taller than that girl.	هذِهِ الْبِنْتُ اَطْوَلُ مِنْ تِلْكَ الْبِنْتِ.
This is the tallest girl.	هذه اَطْوَلُ الْبَنَاتِ.
This girl is taller than that boy.	هَذِهِ الْبِنْتُ اَطْوَلُ مِنْ ذَلِكَ الْوَلَدِ.
This boy is taller than those two boys.	هذا الْوَلَدُ اَطْوَلُ مِنْ ذَيْنِكَ الْوَلَدَيْنِ.

In the case of such adjectival nouns which are drawn from the verbs other than the triliteral verbs and in the case of such triliteral verbs where it is not possible to express the adjectival meaning of the comparative degree through the pattern explained above, we use a supporting word (either اكْثَرُ or اَشَدُّ) of the said pattern followed by the infinitive forms of the verb in the accusative case. For example, if we want to say that: This boy is hardworking, we would say in Arabic:

هَذَا الْوَلَدُ مُجْتَهِدٌ

However, if we want to say that: this boy is more hardworking than that boy, we would say:

هَذَا الْوَلَدُ اَكْثَرُ اِجْتِهَادًا مِنْ ذَلِكَ الْوَلَدِ.

You should carefully note the expression" اَكْثَرُ اِجْتِهَادًا " in the sentence above.

In the case of the superlative meaning this اَكْثَرُ will be immediately followed only by the plural of the concerned noun bedecked with the definite article and this noun will be in the genitive case i.e. its terminal letter will have ***kasrah*** and then the infinitive form of the verb will come in the accusative case. Suppose here we want to say that: He is the most hardworking boy, we would say in Arabic:

هُوَ اَكْثَرُ الاَوْلَادِ اِجْتِهَاداً

This pattern of comparative degree i.e. اَفْعَلُ is diptote i.e. in the nominative case it takes ḍammah and in the accusative and genetive cases it takes only fatḥah unless otherwise it is in the construct phrase where it admits ***kasrah*** also.

To understand it better, carefully note the following sentences:

قَدِمَ اِلَيَّ وَلَدٌ اَقْصَرُ مِنْ اِبْنِكَ

(There) came to me a boy shorter than your son.

In the sentence above وَلَدٌ is the subject of the verb قَدِمَ and thus it takes dammah and اَقْصَرُ is the adjective in the comparative degree for qualifying the nominative noun وَلَدٌ and agrees with it beside other things, in case also and it is precisely because of this reason that اقصر is also in the nominative case. Now let us see the following sentence:

I saw a boy shorter than your son. رَأَيْتُ وَلَدًا اَقْصَرَ مِنْ اِبْنِكَ

In this sentence the noun وَلَد is the object of the verb رأى and it is therefore in the accusative case marked by fatḥah and the adjective of the comparative degree qualifying the وَلَدًا agrees with it, beside other things, in case also.

Now there remains with us only the genitive case. Let us see this sentence:

I went to a shorter boy. ذَهَبْتُ اِلَى وَلَدٍ اَقْصَرَ

Note that the noun وَلَدٍ is in the genitive case as it is preceded by the preposition اِلَى and the adjective of comparative degree اَقْصَرُ should also have

been in the genitive case i.e. it should have borne a ***kasrah*** at its terminal letter. However, it is not so because this pattern of أَقْصَرُ is diptote. Hence, although in the sentence above, it is qualifying a noun of the genitive case, yet it can admit only fatḥah.

However, if this pattern of comparative adjectival meaning is placed in construct phrase then it can admit ***kasrah*** also. For example:

I went to the shortest boy in the calss.	ذَهَبْتُ إِلَى أَقْصَرِ وَلَدٍ فِي الْفَصْلِ
I went to the shortest of the boys in the class.	ذَهَبْتُ إِلَى أَقْصَرِ الأَوْلَادِ فِي الْفَصْلِ

In the foregoing two sentences اقصر is in construct phrase with ولد and الاولاد and it is preceded by preposition الى , therefore, it carries ***kasrah***.

Other changing patterns of أَفْعَلُ viz. فُعْلَى for feminine singular or أَفْعَلَان or فُعْلَيَان for masculine & feminine dual & فُعَلٌ for plural are very sparingly used as stative adjectives. For example, we can say هِيَ الْبِنْتُ الصُّغْرَى She is the youngest daughter. In sum, we can not and we should not say: هِيَ صُغْرَى مِنْ تِلْكَ الْبِنْتِ. افعل pattern is good enough for expressing comparative & superlative adjectival meaning as explained above.

Exercises:

(1) Translate into Arabic:

(A) (1) He is poorer than his brother.
(2) Is your sister bigger than my brothers and sisters.
(3) He is the tallest boy in our class.
(4) I saw a man fatter than your peon.
(5) The girls are more intelligent than the boys.
(6) My brother is more hardworking than you are.
(7) My book is cheaper than your book.
(8) Is your garden more beautiful than my garden.
(9) Do you think that this worker is more honest than those workers.
(10) This teacher is more sincere than the students.

(B)

This is our school building. It is an old building. It is older than the mosque beside it. It has many rooms. Some rooms are big and some rooms are small. Calss rooms are bigger than the teachers' rooms. The hall in this school is the biggest of all rooms. This is my classroom. It is a big room. There are thirty boys and girls in my class. Girls are more hardworking than boys.

2) Translate into English:

هَذِهِ حَدِيْقَةٌ كَبِيْرَةٌ. هِيَ اَكْبَرُ الْحَدَائِقِ فِي كُلِّ الْمَدِيْنَةِ. فِيْهَا اَشْجَارٌ طَوِيْلَةٌ وَ اَشْجَارٌ قَصِيْرَةٌ. فِيْهَا اَشْجَارُ الْاُوْكَالِبْتُوس اَيْضاً. هِيَ اَطْوَلُ مِنْ اَشْجَارِ التِّيْنِ وَلَكِنَّهَا اَهْزَلُ مِنْ اَشْجَارِ التِّيْنِ. لَقَدْ عَشَّشَتِ الطُّيُورُ فِيْ هَذِهِ الاَشْجَارِ. تُفَضِّلَ الطُّيُورُ الاَشْجَارَ الطَّوِيْلَةَ. فَهِيَ قَلَّمَا تُعَشِّشُ فِى الاَشْجَارِ ذَاتِ الثِّمَارِ. تَرَى فِيْ هَذِهِ الْحَدِيْقَةِ طُيُورًا كَثِيْرَةً. بَعْضُهَا صَغِيْرَةٌ وَبَعْضُهَا كَبِيْرَةٌ. بَعْضُهَا جَمِيْلَةٌ وَبَعْضُهَا عَادِيَةٌ. اَلْحِدَأَةُ اَكْبَرُ مِنَ الْغُرَابِ. اَلْبَبَّغَاءُ اَجْمَلُ مِنَ الْغُرَابِ. اَلْعَنْدَلِيْبُ اَصْغَرُ من الاِثْنَيْنِ. هُنَاكَ حَيَوَانَاتٌ كَبِيْرَةٌ وَصَغِيْرَةٌ فِيْ هَذِهِ الدُّنْيَا.

(3) Make adjectives of the comparative & the superlative degrees from the following & use them in sentences / paragraphs of your own.

عَالِمٌ/ عَاقِلٌ/ ثَقِيْلٌ/ خَفِيْفٌ/ رَخِيْصٌ/ غَالِي/ عَالِي/ قَصِيْرٌ/ طَوِيْلٌ/ رَحِيْمٌ

(4) Where and how do you make adjectives of comparative & superlative degrees by using words اَشَدُّ/ اَكْثَرُ/ اَكْبَرُ and اَصْغَرُ. Write a paragraph by using such adjectives.

Glossary: الكلمات العسيرة

Divided	(Adj. SM) مُنْقَسِمٌ
Bigger	(Adj. com.) أَكْبَرُ
More	(Adj. com.) أَكْثَرُ
Crowd	إِزْدِحَامٌ
Street, road	(P) شَوَارِعُ (SM) شَارِعٌ
Wide, broad	(Adj. SM) وَاسِعٌ

Narrow	ضَيِّقٌ (Adj. SM)
More important	أَهَمُّ
To find	وَجَدَ/ يَجِدُ/ وُجُودًا
You will find	سَوْفَ تَجِدُ
Building	مَبْنًى (SM) مَبَانِي (P)
Including	بِانْضِمَام
Taller, longer	أَطْوَلُ (Adj. com.)
Old	قَدِيمٌ (Adj. SM)
Older	أَقْدَمُ (Adj. com.)
Monument	أَثَرٌ (SM) آثَارٌ (P)
Historical	تَارِيخِيٌّ (Adj. SM)
Place	مَكَانٌ (SM) أَمَاكِنُ (P)
Places of interest	أَمَاكِنُ الإِهْتِمَام
Museum	مَتْحَفٌ (SM) مَتَاحِفُ (P)
National	قَوْمِيٌّ (Adj. SM)
Archives	أَرْشِيفٌ (SM) أَرَاشِيفُ (P)
Known, well known, famous	مَعْرُوفٌ (Adj. SM)
Poor	فَقِيرٌ (Adj. SM) فُقَرَاءُ (P)
Poorer	أَفْقَرُ (Adj. com.)
Intelligent	ذَكِيٌّ (Adj. SM) أَذْكِيَاءُ (P)
More intelligent	أَذْكَى (Adj. com.)
Hardworking	مُجْتَهِدٌ (Adj. SM) مُجْتَهِدُونَ (P)
More hardworking	أَكْثَرُ إِجْتِهَادًا (Adj. com.)
Cheap	رَخِيصٌ (Adj. SM)
Cheaper	أَرْخَصُ (Adj. com.)
Beautiful	جَمِيلٌ (Adj. SM)
More beautiful	أَجْمَلُ
To think	إِفْتَكَرَ/ يَفْتَكِرُ/ إِفْتِكَارًا

Honest	أمِيْنٌ (Adj. SM) أُمَنَاءُ (P)
More honest	أكْثَرُ أمَانَةً
Worker	عَامِلٌ (SM) عُمَّالٌ (P)
Sincere	مُخْلِصٌ (Adj. SM) مُخْلِصُونَ (P)
More sincere	أكْثَرُ إخْلَاصًا (Adj. com.)
Mosque	مَسْجِدٌ (SM) مَسَاجِدُ (P)
Garden	حَدِيْقَةٌ (SF) حَدَائِقُ (p)
Fig	تِيْنٌ (CNM)
Thin	هَزِيْلٌ (Adj. SM) هَزْلَى (P)
Thinner	أهْزَلُ (Adj. com.)
To nestle	عَشَّشَ / يُعَشِّشُ / تَعْشِيْشًا
To prefer	فَضَّلَ / يُفَضِّلُ / تَفْضِيْلاً
Hardly	قَلَّمَا(Adv. manner)
Fruit	ثَمَرٌ (SM) ثِمَارٌ (P)
Birds	طَائِرٌ (SM) طُيُورٌ (P)
Ordinary	عَادِيٌّ (Adj. SM)
Kite (bird)	حِدَأةٌ (SF) حِدَآتٌ (P)
Crow	غُرَابٌ (SM) غِرْبَانٌ (P)
Nightangle	عَنْدَلِيْبٌ (SM) عَنَادِلُ (P)
Animal	حَيَوَانٌ (SM) حَيَوَانَاتٌ (P)
Heavy	ثَقِيْلٌ (Adj. SM)
Light	خَفِيْفٌ (Adj. SM)
High, lofty	عَالِي(Adj. SM)(عَالٍ)
Dear, expensive	غَالِي (Adj. SM)(غَالٍ)
Kind	رَحِيْمٌ (Adj. SM)
Hard, tough	شَدِيْدٌ (Adj. SM)
Harder, tougher	أشَدُّ (Adj. com)

LESSON—25 الدرس — ٢٥

Adjectives Of Colours & Physical Defects
الالوان والعيوب البدنية

John works in a private office	يعْمَلُ جَون فِي مَكْتَبٍ خَاصٍّ
in New Delhi.	نيو دِلهِي.
John goes to his office in his car.	يذْهَبُ جَون اِلَى مَكْتَبِهِ فِيْ سَيَّارَتِهِ.
The colour of his car is red.	لَوْنُ سَيَّارَتِهِ اَحْمَرُ.
John bought it one year ago or so.	اشتراها جَون قَبْلَ عَامٍ اَوْ كَذَا.
This is Sheela.	هذهِ شِيْلَا.
She is John's wife.	هي زَوْجَةُ جَون.
She works in the Home Ministry.	هي تعْمَلُ فِي وِزَرَاةِ الدَّاخِلِيَّةِ.
This is her personal car.	هذهِ سَيَّارَتُهَا الْخَاصَّةُ.
It is black.	هي سَوْدَاءُ.
Sheela bought it one year ago or so.	اشترتْهَا شِيْلَا قَبْلَ عَامٍ اَوْ كَذَا.
The red & black cars	اِنَّ السَّيَّارَاتِ الْحَمْرَاءَ وَالسَّوْدَاءَ
are many in our city.	كَثِيْرَةٌ جِدًّا فِيْ مَدِيْنَتِنَا.
However, men & women,	اَمَّا الرِّجَالُ وَالنِّسَاءُ
we are brown and black.	فنحْنُ سُمْرٌ وَسُوْدٌ.
This is Faheem.	هذا فَهِيْمٌ.
He too works in the Home Ministry.	هو اَيْضًا يَعْمَلُ فِي وِزَارَةِ الدَّاخِلِيَّةِ.
The Goverment has reserved some jobs	خصَّصَتِ الْحُكُومَةُ عَدَدًا مِنَ الوَظَائِفِ
for the blind & the lame.	للعُمْيِ وَالْعُرْجِ.

This man is black.	1 هَذَا الرَّجُلُ اَسْوَدُ.
These two men are black.	2 هَذَانِ الرَّجُلَانِ اَسْوَدَانِ.

These men are black.	3 هَؤُلَاءِ الرِّجَالُ سُودٌ.
This girl is black.	4 هَذِهِ الْبِنْتُ سَوْدَاءُ
These two girls are black.	5 هَاتَانِ الْبِنْتَانِ سَوْدَاوَانِ.
These girls are black.	6 هَؤُلَاءِ الْبَنَاتُ سُودٌ.
This dog is black.	7 هَذَا الْكَلْبُ اَسْوَدُ.
These two dogs are black.	8 هَذَانِ الْكَلْبَانِ اَسْوَدَانِ.
These dogs are black.	9 هَذِهِ الْكِلَابِ سَوْدَاءُ.
This bitch is black.	10 هَذِهِ الْكَلْبَةُ سَوْدَاءُ.
These two bitches are black.	11 هَاتَانِ الْكَلْبَتَانِ سَوْدَاوَانِ.
These bitches are black.	12 هَذِهِ الْكَلْبَاتُ سَوْدَاءُ.
This car is black.	13 هَذِهِ السَّيَّارَةُ سَوْدَاءُ.
These two cars are black.	14 هَاتَانِ السَّيَّارَتَانِ سَوْدَاوَانِ.
These cars are black.	15 هَذِهِ السَّيَّارَاتُ سَوْدَاءُ.
What colour is the car.	16 مَالَوْنُ السَّيَّارَةِ؟
The car is black.	17 اَلسَّيَّارَةُ سَوْدَاءُ.
The colour of the car is black.	18 لَوْنُ السَّيَّارَةِ اَسْوَدُ.

Grammar

The adjectives of colour and physical defect have a set pattern in the Arabic language.

It is drawn on اَفْعَلُ pattern for a masculine object of singular number and on the فَعْلَاءُ pattern for a singular feminine object.

In the case of dual number ان is suffixed to the singular number of both the genders, however, in the case of the feminine, the terminal Hamza ء is changed into و.

In the case of plural noun the فُعْلٌ pattern is used. However, its use is confined to the plurals of such nouns only which indicate humanbeings. See sentences numbers 3 & 6.

For plurals of such nouns which indicate non-humanbeings the singular

feminine form is used irrespective of the gender of the noun qualified by the adjective of colour and physical defect. See sentences numbers 9, 12 & 15 above.

Adjective of colour and physical defect comes after the noun it qualifies like any other ordinary adjective in Arabic.

It completely agrees with its noun as explained in lesson No:22. The adjective of colour and physical defect is diptote and admits one ḍammah in the nominative case and one fatḥah in the accusative and genitive cases.

Example:

A black boy came. قدم وَلَدٌ اَسْوَدُ.

I saw a black boy. رأيتُ وَلَدًا اَسْوَدَ.

I went to a black boy. ذهبْتُ اِلَى وَلَدٍ اَسْوَدَ.

In the case of comparative meaning, the word اَكْثَرُ/اشَدُّ is used followed by the noun of colour and the infinitve form of the verb of physical defect in the accusative case. Suppose that we want to say: This man is blacker (more black) than that man, we would say in Arabic:

هٰذَا الرَّجُلُ اَكْثَرُ / اشَدُّ سَوَادًا مِنْ ذٰلِكَ الرَّجُلِ

Adjectival noun of dual number denoting colour and physical defect is declinable as per rules regarding the dual noun.

Example:

قَدِمَ رَجُلَانِ اَسْوَدَانِ.

رَأَيْتُ رَجُلَيْنِ اَسْوَدَيْنِ.

ذَهَبْتُ اِلَى رَجُلَيْنِ اَسْوَدَيْنِ.

Where the meaning of the superlative degree is required the word اَكْثَرُ / اَشَدُّ is immediately followed by the plural of the concerned noun bedecked with the definite article Al ال which in turn is followed by the noun of clour in the accusative case.

Example: He is the blackest man هُوَ اَكْثَرُ الرِّجَالِ سَوَادًا

The word for colour is لَوْنٌ, Its plural is اَلْوَانٌ i. e. colours.

When we want to ask about the colour of some person or some other thing, we use the interrogative pronoun مَا meaning what, followed by the word لون and then the concerned noun is placed in the genitive case bedecked with the definite article Al ال or else it should be placed in construct position with a pronoun or a proper noun or a defined noun.

Example:

What colour is the shirt?	مَا لَوْنُ الْقَمِيْصِ؟
Or	
What is the colour of the shirt?	
What colour is your shirt?	مَالَونُ قَمِيْصِكَ
What colour is the car?	مَا لَوْنُ السَّيَّارَةِ؟

In reply if we want to say that:

The shirt is black, we would say in Arabic:

اَلْقَمِيْصُ اَسْوَدُ

Here, because the shirt i.e. القميص is a masculine gender noun of singular number, therefore, we use اسود the adjective of colour on the اَفْعَلُ pattern which is used for singular masculine. However, if we want to reply the second question i.e. ما لون السيارة؟

We would say:

اَلسَّيَّارَةُ سَوْدَاءُ

Here, in this case the car i.e. اَلسَّيَّارَةُ is a feminine gender noun of singular number, therefore, we say سَوْدَاءُ on the فَعْلَاءُ pattern which pattern is used for singular feminine. As has been made amply clear in lesson number 22. that the adjective agrees with its noun in number, gender, definiteness, indefiniteness and cases, except that the plural of the non-personal noun whether masculine or feminine, is treated as singular of the feminine gender. For example, if we want to say that: The cars are black, we would say:

اَلسَّيَّارَاتُ سَوْدَاءُ

or if we want to say: The shirts are black, we would say:

اَلْقُمْصَانُ سَوْدَاءُ

We can also say as follows:

The cars' colour is black, or لَوْنُ السَّيَّارَاتِ اَسْوَدُ

The shirts' colour is black. لَوْنُ الْقُمْصَانِ اَسْوَدُ

It may be added here that in this case in fact, اسود qualifies the word لون which may be written before اسود. However, because context dictates that, therefore, it is not written.

The plural of اَفْعَلُ and فَعْلَاءُ is drawn on the pattern of فُعْلٌ and this pattern indicating plural is used only for personal nouns i.e. humanbeings.

Example:

The man is red (SM) اَلرَّجُلُ اَحْمَرُ

The woman is red (SF) اَلْمَرْاَةُ حَمْرَاءُ

The men are red (PM) اَلرِّجَالُ حُمْرٌ

The women are red (PF) اَلنِّسَاءُ حُمْر

The adjectives of physical defects are used similarly i.e. they also have to be in complete agreement with their nouns they qualify.

Example:

A lame boy came. قَدِمَ وَلَدٌ اَعْرَجُ

I saw a lame boy. رَاَيْتُ وَلَدًا اَعْرَجَ

I went with a lame boy. ذَهَبْتُ مَعَ وَلَدٍ اَعْرَجَ

Note: It may be mentioned here that the adjectives of the colour and the physical defect of the singular number are treated as diptote as shown in examples above while the duals and plurals are triptote. However, if the singular adjective of colour or physical defect is bedecked with the definite article 'al ال' then it is treated as triptote. In fact all diptote nouns in Arabic are treated as triptotes if they carry al ال or if they are in construct position For example we would say:

I went with the lame boy ذَهَبْتُ مَعَ الْوَلَدِ الأَعْرَجِ

Some colours — بعض الالوان

	جمع	مفرد مؤنث	مفرد مذكر
White	بِيْضٌ	بَيْضَاءُ	أَبْيَضُ
Red	حُمْرٌ	حَمْرَاءُ	أَحْمَرُ
Blue	زُرْقٌ	زَرْقَاءُ	أَزْرَق
Brown/ Tan	سُمْرٌ	سَمْرَاءُ	أَسْمَرُ
Green	خُضْرٌ	خَضْرَاءُ	أَخْضَرُ
Yellow	صُفْرٌ	صَفْرَاءُ	أَصْفَرُ

Some physical defects: — بعض العيوب البدنية

One eyed	عُوْرٌ	عَوْرَاءُ	أَعْوَرُ
Blind	عُمْيٌ	عَمْيَاءُ	أَعْمَى
Lame	عُرْجٌ	عَرْجَاءُ	أَعْرَجُ
Dumb	بُكْمٌ	بَكْمَاءُ	أَبْكَمُ
Deaf	صُمٌّ	صَمَّاءُ	أَصَمُّ

Exercises:

1. Translate into Arabic:

A: 1) Is he blind?

2) Are they lame?

3) I saw a red car.

4) Did you meet the two deaf boys?

5) He met the Red Indians.

6) These two black girls are from Sudan.

7) What colour are your dogs?

8) My dogs are black.

9) I want to see a dumb boy.

10) These trees are tall and they have green leaves and yellow flowers.

(B) One day, in the early morning I went out for a walk. I came out of my house and saw a black dog. This black dog is in fact an unpaid watchman of this locality. There is a big group of dogs and bitches. There is a black bitch in this group. It has two black puppies and seven brown puppies. There are many other bitches in this group. Two bitches are black and five are brown. In this group there is a lame dog and a blind bitch. Two other dogs are blind and two more bitches are lame.

These lame and blind dogs and bitches do not move much from their place. The other healthy dogs and bitches take care of them. They help them with food. These are animals. Humanbeings are not this good. They have reasons and reasons to trouble and harm other people. I know an old and blind man. His people have abondoned him. Now he lives with other blind and lame people on the street. This black girl has a very sad story. She was lured away from her house by a handsome and brown boy. He exploited her and abondoned her. Now she lives on the street with all kinds of people. They are black. They are white They are brown. Let us hope our society will do something to prevent the sufferings of the people. I was walking with so many things on my mind. I did not know the passage of the time. I had completed my round and now I was standing at my door. I had come back home.

2. Separate the adjectives of colours and physical defects from question no. 2 and 3 and use them in your own sentences.

3. Translate into English:

الف: ١ . إشْتَرَيْتُ سَيَّارَةً سَوْدَاءَ.

٢ . قَدِمَتْ إلَيَّ إمْرَأتَانِ عَمْيَاوَانِ.

٣ . مَالَوْنُ قَمِيصِكَ؟

٤ . قَدَّمَتِ الْحُكُومَةُ مُسَاعَدَاتٍ مَالِيَةً لِلنِّسَاءِ الْعُمْيِ.

٥. زُرْتُ مِنطَقَةً خَضرَاءَ جِدًّا فِي وِلَايَةِ كِيْرَالَا بِالْهِنْدِ.
٦. اَلسُّودُ وَالْبِيْضُ سَواءٌ.
٧. اَلْجَامُوْسَةُ سَودَاءُ وَالْبَقَرَةُ بَيْضَاءُ.
٨. زُرْتُ وَلَدَيْنِ اَعْرَجَيْنِ فِي الْمُسْتَشْفىٰ.
٩. عَالَجَ الدُّكْتُورُ بِنْتًا عَرْجَاءَ بِنَجَاحٍ.
١٠. هَلْ تَعْرِفُ اَنَّهُ أَصَمُّ وَاَبْكَمُ؟

ب: مَرَّةً رَأَيْتُ مَنْظَرًا مُدهِشًا لِلْغَايَةِ. كُنْتُ أَذْهَبُ فِي سَيَّارَتِي السَّودَاءِ اِلَى كُلِّيَّتِي. كَانَ الشَّارِعُ الرَّئِيسُ مُزْدَحِمًا لِلْغَايَةِ بِالسَّيَّارَاتِ. رَأَيْتُ وَلَداً اَعْمَى مَعَ وَلَدٍ اَعْرَجَ. بَدَا اَنَّهُمَا صَدِيْقَان وَ يَسْكُنَانِ وَيَعْمَلَانِ سَوِيًّا. جَلَسَ الْوَلَدُ الْأَعْرَجُ عَلَى مَنْكِبَي الْوَلَدِ الاَعْمىٰ. وَاَرْشَدَ الْوَلدَ الاَعْرَجُ الْوَلَدَ الاَعْمىٰ حَتَّى عَبَرَا الطَّرِيْقَ بِسَلَامَةٍ. تَعَجَّبْتُ كَثِيْرًا مِنْ هَذِهِ الصَّدَاقَةِ الْعَمليّة بَيْنَ الاَعْمىٰ وَ الاَعْرَجِ. بَدَاْتُ اُفَكِّرُ فِيْ مَوْضُوعِ التَّعَاوُنِ بَيْنَ الْجَمِيْعِ عَلَى نِطَاقٍ اَوْسعَ لِتَحْقِيْقِ الرَّخَاءِ وَ الرَّفَاهِيَّةِ فِي هَذِهِ الدُّنْيَا.

Glossary الكلمات العسيرة

Colour	لَوْنٌ (SM) اَلْوَانٌ (P)
Defect	عَيْبٌ (SM) عُيُوبٌ(P)
Red	أحْمَرُ (SM) حَمْرَاء (SF) حُمْرٌ (P)
To buy	إشْتَرَى/ يَشْتَرِى/ إشْتِرَاءً
Year	عَامٌ (SM) اَعْوامٌ (P)
Husband, spouse,	زَوج (SM) ازواجٌ (P)
Wife	زَوجَةٌ (SF) زَوجاتٌ (P)
To work	عَمِلَ/ يَعْمَلُ/ عَمَلاً
Ministry	وِزَارَةٌ (SF) وِزَارَاتٌ (P)
Home ministry	وِزَارَةُ الدَّاخِلِيَّةِ
Black	اسوَدُ (SM) سَوداءُ (SF) سُودٌ (P)
Tan, wheatish, brown	أسمَرُ(SM) سَمْراءُ (SF) سُمْرٌ(P)

To allocate , to set apart خصَّصَ / يُخَصِّصُ / تَخصِيصًا

Number عَدَدٌ(SM) أعْدَادٌ (P)

Blind أعْمَى (SM) عَمْيَاءُ (SF) عُمْيٌ (P)

Shirt قَمِيصٌ(SM) قُمْصَانٌ(P)

To offer, to present قَدَّمَ/ يُقَدِّمُ/ تَقْدِيمًا

Help, relief مُسَاعَدَةٌ (SF) مُسَاعَدَاتٌ (P)

Financial, monetary مَالِيٌّ (Adj. SM)

To visit زَارَ/ يَزُورُ/ زِيَارَةً

Green أخضَرُ (SM) خَضْرَاءُ (SF) خُضْرٌ (P)

White أبْيَضُ(SM) بَيْضَاءُ (SF) بِيْضٌ(P)

Buffalo جَامُوسٌ (SM) جَامُوسَةٌ (SF) جَوَامِيسُ (P)

Cow بَقَرٌ(SM) بَقَرَةٌ (SF)

Lame أعْرَجُ (SM) عَرْجَاءُ (SF) عُرْجٌ (P)

Hospital مُستَشْفَى (SM) مُسْتَشْفَيَاتٌ (P)

To treat; to handle عَالَجَ/ يُعَالِجُ/ مُعَالَجَةً

Success نَجَاحٌ (SM) نَجَاحَاتٌ (P)

Deaf أصَمُّ (SM) صَمَّاءُ(SF) صُمٌّ (P)

Dumb أبْكَمُ (SM) بَكْمَاءُ (SF) بُكْمٌ (P)

Strange, awe striking مُدْهِشٌ (Adj. SM)

To live سَكَنَ/ يَسْكُنُ/ سُكُونًا

Together سَوِيًّا

Shoulder مَنْكِبٌ (SF) مَنَاكِبُ (P) *

To guide أرْشَدَ/يُرْشِدُ/ إرْشَادًا

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* Generally body parts in pairs are treated as feminine gender nouns.

To cross	عَبَرَ/ يَعْبُرُ/ عُبُورًا
Safety	سَلَامَةٌ (SF) سَلَامَاتٌ (P)
To wonder	تَعَجَّبَ/ يَتَعَجَّبُ/ تَعَجُّبًا
Practical	عَمَلِيٌّ (Adj. SM)
To begin	بَدَأَ/ يَبْدَأُ/ بَدْءً
To think	فَكَّرَ/ يُفَكِّرُ/ تَفْكِيْرًا
Topic, subject	مَوضُوعٌ (SM) مَوضُوعَاتٌ (P)
Cooperation	تَعَاوُنٌ (SM)
Wide, broad	وَسِيعٌ (Adj. SM)
Wider, broader	أوسَعُ (Adj. com)
Scale, level	نِطَاقٌ (SM) نِطَاقَاتٌ(P)
Prosperity	رَخَاءٌ (SM)
Prosperity	رَفَاهِيَّةٌ (SF)
To achieve, to realise	حَقَّقَ/ يُحَقِّقُ/ تَحْقِيقًا

LESSON — 26 الدرس — ٢٦

The Number & The Noun Qualified By The Number
العدد والمعدود

Cardinal Number العدد الاصلي

This is a private school for teaching the foreign languages.	هذهِ مَدرَسَةٌ خاصَّةٌ لِتَعْلِيمِ اللُّغاتِ الأجْنَبِيَّةِ.
For this school i.e. this school has a grand building.	لِهذهِ الْمَدْرَسَةِ مَبْنىً فَخْمٌ .
In it i.e. it has three floors.	فِيهِ ثلاثَةُ أدْوَارٍ.
This school organises private lessons in all the major languages of the world including German, French, Chinese, Japanese, Arabic, English and Russian.	تُنظِّمُ هَذِهِ الْمَدْرَسَةُ الدُّرُوسَ الْخُصُوصِيَّةَ فِي جَمِيعِ لُغاتِ الْعَالَمِ الرَّئِيسِيَّةِ، مِنْهَا اللُّغَةُ الالْمَانِيَّةُ وَاللُّغَةُ الْفَرَنْسِيَّةُ واللُّغَةُ الصِّينِيَّةُ وَاللُّغَةُ الْيَابانِيَّةُ واللُّغَةُ الْعَرَبِيَّةُ وَاللُّغَةُ الانْجلِيْزِيَّةُ واللُّغَةُ الرُّوسِيَّةُ.
These are seven languages.	هِي سَبْعُ لُغَاتٍ.
I study the Arabic language.	ادْرُسُ اللُّغَةَ الْعَرَبِيَّةَ.
There are fifteen girl students and fifteen boy students in my class.	هُناكَ خَمْسَ عَشْرَةَ طَالِبَةً وَخَمْسَةَ عَشَرَ طَالِباً فِيْ فَصْلِي.
They are thirty boy & girl students in my class.	هُمْ ثَلاثُونَ طَالِبًا وَطَالِبَةً فِيْ فَصْلِي.

There work in this school	هُنَاكَ يَعْمَلُ فِيْ هَذِهِ الْمَدْرَسَةِ
twenty five male teachers	خَمْسَةٌ وَّ عِشْرُونَ مُدَرِّسًا
and twenty five female teachers.	وَ خَمْسٌ وَّ عِشْرُونَ مُدَرِّسَةً.
The number of boy & girl students	يَبْلُغُ عَدَدُ الدَّارِسِيْنَ وَ الدَّارِسَاتِ
in this school	فِي هَذِهِ الْمَدْرَسَةِ
is estimated at one hundred	(يَبْلُغُ) مِئَةَ
(boy) students and one hundred thirty	طَالِبٍ وَمِئَةً وَّ ثَلَاثِيْنَ
(girl) students.	طَالِبَةً .

Numerals:

		For feminine Nouns	For Masculine Nouns	Arabic Numerals
1	One	وَاحِدَةٌ	وَاحِدٌ	١
2	Two	اِثْنَتَان	اِثْنَان	٢
3	Three	ثَلَاثٌ	ثَلَاثَةٌ	٣
4	Four	اَرْبَعٌ	اَرْبَعَةٌ	٤
5	Five	خَمْسٌ	خَمْسَةٌ	٥
6	Six	سِتٌّ	سِتَّةٌ	٦
7	Seven	سَبْعٌ	سَبْعَةٌ	٧
8	Eight	ثَمَانٍ (ثَمَانِي)	ثَمَانِيَةٌ	٨
9	Nine	تِسْعٌ	تِسْعَةٌ	٩
10	Ten	عَشْرٌ	عَشَرَةٌ	١٠
11	Eleven	اِحْدىٰ عشرة	اَحَدَعَشَرَ	١١
12	Twelve	اِثْنَتَا عَشْرَةَ	اِثْنَا عَشَرَ	١٢
13	Thirteen	ثَلَاثَ عَشْرَةَ	ثَلَاثَةَ عَشَرَ	١٣
14	Fourteen	اَرْبَعَ عَشْرَةَ	اَرْبَعَةَ عَشَرَ	١٤
15	Fifteen	خَمْسَ عَشْرَةَ	خَمْسَةَ عَشَرَ	١٥

16	Sixteen	سِتَّ عَشْرَةَ	سِتَّةَ عَشَرَ	١٦
17	Seventeen	سَبْعَ عَشْرَةَ	سَبْعَةَ عَشَرَ	١٧
18	Eighteen	ثَمَانِي عَشْرَةَ	ثَمَانِيَةَ عَشَرَ	١٨
19	Nineteen	تِسْعَ عَشْرَةَ	تِسْعَةَ عَشَرَ	١٩
20	Twenty	عِشْرُونَ	عِشْرُونَ	٢٠
30	Thirty	ثَلاثُونَ	ثَلاثُونَ	٣٠
40	Forty	اَرْبَعُونَ	اَرْبَعُونَ	٤٠
50	Fifty	خَمْسُونَ	خَمْسُونَ	٥٠
60	Sixty	سِتُّونَ	سِتُّونَ	٦٠
70	Seventy	سَبْعُونَ	سَبْعُونَ	٧٠
80	Eighty	ثَمَانُونَ	ثَمَانُونَ	٨٠
90	Ninety	تِسْعُونَ	تِسْعُونَ	٩٠
100	Hundred	مِاْئَةٌ/مِئَةٌ	مِاْئَةٌ/مِئَةٌ	١٠٠

Group One

Three boys came to my house.	قدم ثلاثةُ اَوْلَادٍ اِلَى بَيْتِي.
Three girls came to my house.	قدِمَتْ ثلاثُ بَنَاتٍ اِلَى بَيْتِي.
I saw three boys in the playground.	رَأَيْتُ ثَلاثَةَ اَوْلَادٍ فِي الْمَلْعَبِ.
I saw three girls in the playground.	رَأَيْتُ ثَلاثَ بَنَاتٍ فِي الْمَلْعَبِ.
I sat with three boys in the restaurant.	جلَسْتُ مَعَ ثلاثةِ اَوْلَادٍ فِي الْمَطْعَمِ.
I sat with three girls in the restaurant.	جلَسْتُ مَعَ ثلاثِ بَنَاتٍ فِي الْمَطْعَمِ.

Group Two

Thirteen boys came to my house.	قَدِمَ ثَلاثَةَ عَشَرَ وَلَدًا اِلَى بَيْتِي.
Thirteen girls came to my house.	قَدِمَتْ ثَلاثَ عَشْرَةَ بِنْتًا اِلَى بَيْتِي.
I saw thirteen boys in the playground.	رَأَيْتُ ثَلاثَةَ عَشَرَ وَلَداً فِي الْمَلْعَبِ.
I saw thirteen girls in the playground.	رَأَيْتُ ثَلاثَ عَشْرَةَ بِنْتًا فِي الْمَلْعَبِ.

I sat with thirteen boys	جَلَسْتُ مَعَ ثَلاثَةَ عَشَرَ وَلَداً
in the restaurant.	فِي الْمَطْعَمِ.
I sat with thirteen girls	جَلَسْتُ مَعَ ثَلاثَ عَشَرَةَ بِنْتاً
in the restaurant.	فِي الْمَطْعَمِ.

Group Three

One hundred boys came to my house.	قَدِمَ مِئَةُ وَلَدٍ إِلَى بَيْتِي.
One hundred girls came to my house.	قَدِمَتْ مِئَةُ بِنْتٍ إِلَى بَيْتِي.
I saw one hundred boys	رَأَيْتُ مِئَةَ وَلَدٍ
in the playground.	فِي الْمَلْعَبِ .
I saw one hundred girls	رَأَيْتُ مِئَةَ بِنْتٍ
in the playground.	فِي الْمَلْعَبِ.
I sat with one hundred boys	جَلَسْتُ مَعَ مِئَةِ وَلَدٍ
in the canteen.	فِي الْمَطْعَمِ.
I sat with one hundred girls in the restaurant	جَلَسْتُ مَعَ مِئَةِ بِنْتٍ فِي الْمَطْعَمِ.

Grammar:

The usage of Arabic numerals is slightly typical. It is therefore essential to read this lesson very carefully and note the important points.

We have known that all nouns which have Taa Marbooṭa ة as their teminal letter, are feminine in gender. These Arabic numerals too are (adjectival) nouns and the same rule applies to them also. For example ثَلاثٌ (three) is a masculine gender noun because it does not end with Taa Marbooṭa ة and if we suffix to it the Taa Marbuta ة and say ثَلاثَةٌ it would be treated as a feminine gender noun because of the presence of the Taa marbooṭa.

To learn the usage of these numerals quickly and correctly, following points have to be borne in mind:

The numbers given above are cardinal numbers i.e. العدد الاصلي.

The cardinal number in Arabic always precedes the noun it qualifies.

The numbers one and two i.e. وَاحِدٌ & اِثْنَانِ in the case of masculine nouns

and وَاحِدَةٌ & اِثْنَتَانِ in the case of feminine nouns are normally not used to indicate the singularity and duality of the noun as the same is denoted by the nouns themselves. For example كِتَابٌ or كِتَابًا or كِتَابٍ in their respective cases shall mean only one book and likewise the dual form of the nouns shall enable us to dispense with the number indicating two. For example كِتَابَانِ & كِتَابَيْنِ shall mean only two books in their respective cases. And where these numbers are used, they shall be used only after the nouns they qualify as their adjectives and render their meaning into emphatic. For example كِتَابٌ وَاحِدٌ and كِتَابَانِ اِثْنَانِ shall mean "only one book" or "only two books" respectively.

For the convenience of the readers usage of Arabic numerals has been explained under three groups as follows:

Group One

The factual usage of the Arabic numerals begins from three onwards.

From three to ten if the noun qualified by the number is masculine, in that case:

1) The number shall be feminine i.e. the number with Taa marbooṭa ة will be used.

2) The noun qualified shall be plural.

3) The noun qualified shall not admit the definite article.

4) The noun qualified shall be in the genitive case i.e. its terminal letter shall bear *kasrah*.

For Example:

Three boys came to my house.	قَدِمَ ثَلَاثَةُ أَوْلَادٍ إِلَى بَيْتِي.
I saw three boys in the playground	رَأَيْتُ ثَلَاثَةَ أَوْلَادٍ فِي الْمَلْعَبِ.
I sat with three boys in the restaurant.	جَلَسْتُ مَعَ ثَلَاثَةِ أَوْلَادٍ فِي المطْعَمِ .

Where the noun qualified by the number is feminine, in that case:

the number shall be masculine in gender i.e. the number shall be without Taa marbooṭa ة, and other instructions shall remain the same as in the case of the masculine nouns as explained above.

For Example:

Three girls came to my house. قَدِمَتْ ثَلاثُ بَنَاتٍ إلَى بَيْتِي.

I saw three girls in the playground. رَأَيْتُ ثَلَاثَ بَنَاتٍ فِي المَلْعَبِ.

I sat with three girls in the restaurant. جَلَسْتُ مَعَ ثَلَاثِ بَنَاتٍ فِي المَطْعَمِ.

Group Two

From eleven to ninetynine the noun qualified by the number shall be singular in the accusative case and the number shall be as per details below:

The "tens" from twenty onwards are common for both the genders i.e. twenty & thirty etc. will be used for the nouns of both the genders and also they will decline according to the case. In the nominative case these will end with وْنَ. For example if we want to say that: twenty boys/girls came to my house, we would say in Arabic:

قَدِمَ عِشْرُونَ طَالِباً إلَى بَيْتِي.

قَدِمَتْ عِشْرُونَ طَالِبَةً إلَى بَيْتِي.

In the accusative and genitive cases the number shall take ين termination.

Example:

I saw twenty boys. رَأَيْتُ عِشْرِيْنَ وَلَداً.

I saw twenty girls. رَأَيْتُ عِشْرِيْنَ بِنْتاً.

I sat with twenty boys. جَلَسْتُ مَعَ عِشْرِيْنَ وَلَداً.

I sat with twenty girls. جَلَسْتُ مَعَ عِشْرِيْنَ بِنْتاً.

In the case of eleven & twelve both the components of the compound number shall have to agree with their noun in gender. For example:

(A)

i) Eleven boys came to my house. قَدِمَ اَحَدَ عَشَرَ وَلَداً اِلَى بَيْتِي.

ii) Twelve boys came to my house. قَدِمَ اِثْنَا عَشَرَ وَلَداً اِلَى بَيْتِي.

(B)

i) Eleven girls came to my house. قَدِمَتْ اِحْدَى عَشَرَةَ بِنْتًا اِلَى بَيْتِي.

ii) Twelve girls came to my house. قَدِمَتْ اِثْنَتَا عَشْرَةَ بِنْتًا اِلَى بَيْتِي.

In the case of twelve, the first component i.e. the unit only of this compound number in both the genders shall decline in the accusative and genitive cases. For example:

I saw twelve boys.	رَأَيْتُ اِثْنَي عَشَرَ وَلَداً.
I saw twelve girls.	رَأَيْتُ اِثْنَتَي عَشْرَةَ بِنْتًا.
I sat with twelve boys.	جَلَسْتُ مَعَ اِثْنَي عَشَرَ وَلَدًا.
I sat with twelve girls.	جَلَسْتُ مَعَ اِثْنَتَي عَشْرَةَ بِنْتاً.

Eleven & thirteen onwards unto nineteen both the components of the compound number are indeclinable i.e. both the components shall carry fatḥah irrespective of the case of the noun they qualify in terms of nominative, accusative and genitive cases. For example, we would say:

Thirteen boys came.	قَدِمَ ثَلاثَةَ عَشَرَ وَلَداً
I saw thirteen boys.	رَأَيْتُ ثَلاثَةَ عَشَرَ وَلَداً
I sat with thirteen boys.	جَلَسْتُ مَعَ ثَلاثَةَ عَشَرَ وَلَداً.

In the case of twentyone & twentytwo & other similar numbers the "ten" component of the compound number shall be commonly used for nouns of both the genders and the "unit" component shall agree in gender with the noun they qualify and both the components of the number shall be declinable according to the case.

Example:

21 boys came.	قَدِمَ وَاحِدٌ وَّعِشْرُونَ وَلَداً.
I saw 21 boys.	رَأَيْتُ وَاحِداً وَّ عِشْرِيْنَ وَلَداً.
I sat with 21 boys.	جَلَسْتُ مَعَ وَاحِدٍ وَّ عِشْرِيْنَ وَلَدًا.

In the case of twenty three and other numbers till ninetynine (barring 31, 32 and similar numbers) the first component of the compound number shall be feminine in the case of a masculine noun and in the case of a feminine noun the same shall be in the masculine gender. Both the components shall decline according to the case.

Example:

23 boys came. قَدِمَ ثَلَاثَةٌ وَّ عِشْرُونَ وَلَداً.

I saw 23 boys. رَأَيْتُ ثَلَاثَةً وَّعِشْرِيْنَ وَلَداً.

I sat with 23 boys. جَلَسْتُ مَعَ ثَلَاثَةٍ وَّ عِشْرِيْنَ وَلَدًا.

23 girls came. قَدِمَتْ ثَلَاثٌ وَّ عِشْرُونَ بِنْتاً.

I saw 23 girls. رَأَيْتُ ثَلَاثًا وَّ عِشْرِيْنَ بِنْتاً.

I sat with 23 girls. جَلَسْتُ مَعَ ثَلَاثٍ وَّ عِشْرِيْنَ بِنْتاً.

Group Three

In the case of hundred the noun qualified shall always be singular and in the genitive case. The number shall be declinable according to the case.

Example:

One hundred boys came. قَدِمَ مِائَةُ وَلَدٍ.

I saw one hundred boys. رَأَيْتُ مِائَةَ وَلَدٍ.

I sat with one hundred boys. جَلَسْتُ مَعَ مِائَةِ وَلَدٍ.

One hundred girls came. قَدِمَتْ مِائَةُ بِنْتٍ.

I saw one hundred girls. رَأَيْتُ مِائَةَ بِنْتٍ.

I sat with one hundred girls. جَلَسْتُ مَعَ مِائَةِ بِنْتٍ.

Figures of numbers in Arabic are written and read from left to right in declining order. For example: 120 i.e. one hundred twenty, would be rendered in Arabic similarly, i.e. one hundred will precede twenty and we would say مِائَةٌ وَ عِشْرُونَ.

The biggest number (in figures) is written at the extreme left followed by smaller numbers in order as in English except that from eleven unto ninetynine the unit shall precede the ten. For example in English we say twenty three but in Arabic we would say three and twenty (ثَلَاثَةٌ وَ عِشْرُوْنَ).

All components of the compound numbers in Arabic are linked with the conjunctive particle وَ except that in the case of eleven unto nineteen no conjunctive is used.

All numbers in Arabic are declinable according to their case except that in the case of eleven and thirteen unto nineteen the number shall never decline.

From three to ten the noun shall be plural and in the genitive case.

From eleven to ninetynine the noun shall be singular & in the accusative case.

From hundred onwards the noun shall be singular and in the genitive case.

In a bigger number the position i.e.اعراب of the nouns shall be determined in accordance with the smallest unit of the number. Suppose we want to say: one thousand one hundred boys. We would say this in Arabic as follows:

اَلْفٌ وَّمِائَةُ وَلَدٍ

It is because the smallest unit in this big number is hundred which takes singular noun in the genitive case as explained undergroup 3 above. However, if we want to say:

One thousand one hundred fifty boys, then we would say this in Arabic as follows:

اَلْفٌ وَمِائَةٌ وَخَمْسُونَ وَلَداً

In this case the smallest unit is fifty which takes a singular noun in the accusative case as explained under group2 above. If we want to say:

One thousand one hundred three boys, we would say in Arabic:

اَلْفٌ وَّ مِائَةٌ وَّثَلَاثَةُ اَوْلَادٍ

The smallest unit here is three in which case the noun shall be plural and in the genitive case as explained under group 1 above.

Exercises:

1) Translate into Arabic:

(A)

1) I have a new book.
2) I hav read these two magazines.

3) There were five boy-students in the class.
4) I bought eight note-books.
5) I have studied in four colleges.
6) There are fifteen boys and fifteen girls in my class.
7) Who has taken eighteen spoons from my cupboard.
8) There are one thousand fifty students in my school.
9) I bought this pen for twentyfive rupees.
10) Two thousand is a big number.

B) Yesterday I went to the market. I bought one pen and two books. I also bought two notebooks. I paid Rs. 50/- for pen and Rs. 150 for the two books. The notebooks were of course cheap. I paid only Rs. 6/- for them both. On my way back home, I saw an accident. Two buses had collided. Three girls died on the spot while fifteen men and eleven women received serious injuries. About three hundred persons had assembled there. In the meantime the police came and dispersed the crowd.

Translate into English:

فِي الْأُسْبُوعِ سَبْعَةُ أَيَّامٍ وَهِيَ:

يَوْمُ السَّبْتِ. يَومُ الاَحَدِ. يَوْمُ الإِثْنَيْنِ. يَوْمُ الثُّلَاثَاءِ.

يَومُ الاَرْبِعَاءِ. يَومُ الْخَمِيْسِ. يَومُ الْجُمْعَةِ.

فِي السَّنَةِ اِثْنَا عَشَرَ شَهْرًا وَهِيَ:

١. يَنَايِر - كَانُون اَلثَّانِي
٢. فِبرَايِر - شُبَاط
٣. مَارِس - آذَار
٤. إبرِيْل - نِيسَان
٥. مَايُو - اَيَّار
٦. يُونْيُو - حَزِيْران
٧. يُولْيُو - تَمُّوز
٨. أُغُسْطُس - آب
٩. سِبتِمْبر - اَيْلُول
١٠. اُكْتُوبِر - تِشْرِينَ الاَوَّل
١١. نوفِمْبِر - تِشْرِيْنَ الثَّانِي
١٢. دِيْسِمْبِر - كَانُون اَلاَوَّل

عِنْدَمَا كُنْتُ جَالِسًا فِي غُرْفَتِي قَدِمَ اِلَيَّ طَالِبَانِ وَ قَدَّمَا لِيْ طَلَبًا لِلْمَعُونَةِ الْمَالِيَّةِ مِنَ الْجَامِعَةِ. قُلْتُ لَهُمْ: هَنَاكَ لَجْنَةٌ تَتَكَوَّنُ مِنْ ثَمَانِيَةِ اَعْضَاءَ لِاعْتِبَارِ مِثْلِ هَذِهِ الطَّلَبَاتِ وَعِنْدَنَا حَوَالَى خَمْسِيْنَ طَلَباً. سَتَجْتَمِعُ هَذِهِ اللَّجْنَةُ قَرِيْباً لاتِّخَاذِ الْقَرَارِ. مِنَ الضَّرُورِيِّ اَنْ تَعْرِفُوا اَنَّ الْمَبْلَغَ الْمُتَوَافِرَ لَدَيْنَا لِهَذَا الْغَرضِ هُوَ فَقَطْ اَرْبَعَةُ آلافِ رُوْبِيَةٍ. وَاِذَا قَسَّمْنَا هَذَا الْمَبْلَغَ بَيْنَ جَمِيْعِ الْمُتَقَدِّمِيْنَ فَسَيَحْصُلُ كُلُّ مُتَقَدِّمٍ عَلَى ثَمَانِيْنَ رُوْبِيَةً فَقَطْ.

Glossary: **الكلمات العسيرة**

I have	لِيْ/ عِنْدِي
Magazine	مَجَلَّةٌ (SF)/ مَجَلاَّتٌ (P)
To buy	اِشْتَرَى/ يَشْتَرِي/ اِشْتِرَاءٌ
To study	دَرَسَ/يَدْرُسُ/ دَرْساً
Who	مَنْ/ اَلَّذِي/اَلَّتِي
To take	اَخَذَ/ يَأْخُذُ/ أَخْذًا
Spoon	مِلْعَقَةٌ (SF) مَلاعِقُ (P)
Cupboard, vault	خِزِيْنَةٌ (SF)/خَزَائِنُ (P)
Cupboard	دُوْلَابٌ (SM)دَوَالِيْبُ (P)
Number	عَدَدٌ(SM) اَعْدَادٌ(P)
Day	يَوْمٌ (SM)/ أَيَّامٌ (P)
Saturday	(يَوْمُ) السَّبْتِ
Sunday	(يَوْمُ) الأَحَد
Monday	(يَوْمُ) الإِثْنَيْنِ
Tuesday	(يَوْمُ)الثُّلاثَاء
Wedneseday	(يَوْمُ) الأَرْبِعَاء
Thursday	(يَوْمُ) الخَمِيس
Friday	(يَوْمُ) الجُمُعَة

Help	مَعُونَةٌ (SF) مَعُونَاتٌ (P)
To consist (of)	تَكَوَّنَ/يَتَكَوَّنُ/ تَكَوُّنًا
To be available	تَوَافَرَ/ يَتَوَافَرُ/ تَوَافُرًا
To divide	قَسَّمَ/ يُقَسِّمُ/تَقْسِيمًا
Applicant	مُتَقَدِّمٌ (SM) مُتَقَدِّمُونَ (P)
Committee	لَجْنَةٌ (SF)لِجَانٌ (P)
To consider	إِعْتَبَرَ/ يَعْتَبِرُ/ إِعْتِبَاراً

LESSON—27 الدرس — ٢٧

The Number & The Noun Qualified By The Number
العدد والمعدود

Ordinal Numbers العدد الوصفي

	Masculine	Feminine
First	الاول	الأُوْلَى
Second	اَلثَّانِى	الثَّانِيَةُ
Third	الثَّالِثُ	الثَّالِثَةُ
Fourth	الرَّابِعُ	الرَّابِعَةُ
Fifth	اَلخَامِسُ	الخَامِسَةُ
Sixth	اَلسَّادِسُ	السَّادِسَةُ
Seventh	اَلسَّابِعُ	السَّابِعَةُ
Eighth	اَلثَّامِنُ	الثَّامِنَةُ
Ninth	اَلتَّاسِعُ	التَّاسِعَةُ
Tenth	اَلعَاشِرُ	الْعَاشِرَةُ
Eleventh	اَلحَادِىَ عشرَ	الْحَادِيَةَ عَشْرَةَ
Twelfth	اَلثَّانِى عَشَرَ	الثَّانِيَةَ عَشْرَةَ
Thirteenth	اَلثَّالِثَ عَشَرَ	الثَّالِثَةَ عَشْرَةَ
Fourteenth	اَلرَّابِعَ عَشَرَ	الرَّابِعَةَ عَشْرَةَ
Fifteenth	اَلخَامِسَ عَشَرَ	الْخَامِسَةَ عَشَرَ
Sixteenth	اَلسَّادِسَ عَشَرَ	السَّادِسَةَ عَشْرَةَ
Seventeenth	اَلسَّابِعَ عَشَرَ	السَّابِعَةَ عَشْرَةَ

Eighteenth	اَلثَّامِنَ عَشَرَ	اَلثَّامِنَةَ عَشَرَةَ
Nineteenth	اَلتَّاسِعَ عَشَرَ	اَلتَّاسِعَةَ عَشَرَةَ
Twentieth	اَلعِشْرُونَ	اَلعِشْرُونَ
Twenty-first	اَلحَادِى وَالعِشْرُونَ	اَلحَادِيَةُ وَالعِشْرُونَ
Twenty-second	اَلثَّانِي وَالعِشْرُونَ	اَلثَّانِيَةُ وَالعِشْرُونَ
Twenty-third	اَلثَّالِثُ وَالعِشْرُونَ	اَلثَّالِثَةُ وَالعِشْرُونَ

Thirtieth	اَلثَّلاثُونَ
Fourtieth	اَلاَرْبَعُونَ
Fiftieth	اَلخَمْسُونَ
Sixtieth	اَلسِّتُّونَ
Seventieth	السَّبْعُونَ
Eightieth	اَلثَّمَانُونَ
Ninetieth	اَلتِّسْعُونَ
Hundredth	اَلمِئَةُ

Ordinal numbers are those which indicate the position of a person, place or thing. This meaning of the number is expressed by "First, second and third" etc. in the English language. Similarly, we have ordinal numbers in Arabic. In Arabic all the ordinal numbers are derived from the cardinal numbers except the "first" . The word to indicate this is الاوّل.

While discussing cardinal numbers, it was emphasized that from three to ten the gender of the number shall be opposite to the gender of the noun. And in the case of 13 & 14, 23 & 24 and similar compound numbers the first component of the number shall be opposite to the gender of the noun.

However, in the case of ordinal numbers this does not obtain. Here gender of the number shall have to be in agreement with the gender of the noun as per details given below : From one to ten the masculine noun will take masculine number i.e. without Taa marbooṭa ة and it shall be used like an adjective after the noun it qualifies.

This is the third part of the book. هَذَا الْجُزْءُ الثَّالِثُ لِلْكِتَابِ.
I bought the third part of the book. اِشْتَرَيْتُ الْجُزْءَ الثَّالِثَ لِلْكِتَابِ.
I read this idiom قَرَأْتُ هَذَا التَّعْبِيرَ
in the third part of the book. فِي الْجُزْءِ الثَّالِثِ لِلْكِتَابِ.

Where the ordinal number is used in a meaning similar to that of the superlative, it is used before the plural of the noun defined either by the definite article or that plural noun should be in construct phrase.

Example:

The third son of his father came. قَدِمَ ثَالِثُ اَوْلَادِ اَبِيهِ.

I saw the third son of his father. رأيْتُ ثَالِثَ اَوْلَادِ اَبِيهِ.

I sat with the third son of his father. جَلَسْتُ مَعَ ثَالِثِ اَوْلَادِ اَبِيهِ.

The third daughter of her father came. قَدِمَتْ ثَالِثَةُ بَنَاتِ أَبِيهَا.

From eleventh to nineteenth, although both the components of the compound number shall agree in gender with the noun they qualify, however, both these components shall be in the accusative case irrespective of the position they hold in the sentence.

Example:

The thirteenth boy came. قَدِمَ الْوَلَدُ الثَّالِثَ عَشَرَ.

I saw the thirteenth boy. رَأَيْتُ الْوَلَدَ الثَّالِثَ عَشَرَ.

I went with the thirteenth boy. ذَهَبْتُ مَعَ الْوَلَدِ الثَّالِثَ عَشَرْ.

The thirteenth girl came. قَدِمَتِ الْبِنْتُ الثَّالِثَةَ عَشَرَةَ.

I saw the thirteenth girl. رَأَيْتُ الْبِنْتَ الثَّالِثَةَ عَشَرَةَ.

I went with the thirteenth girl. ذَهَبْتُ اِلَى الْبِنْتِ الثَّالِثَةَ عَشَرَةَ.

From twentieth onwards-whatever the number the number agrees with the noun in gender and they are thoroughly declinable according to the case:

Example:

The twentyfifth boy came	قَدِمَ الْوَلَدُ الخَامِسُ وَالعِشْرُوْنَ.
I saw the twentyfifth girl	رَأَيْتُ الْبِنْتَ الخَامِسَةَ وَالعِشْرِيْنَ.
I sat with the ninetyninth girl	جَلَسْتُ مَعَ الْبِنْتِ التَّاسِعَةِ وَالتِّسْعِيْنَ
The hundredth boy came.	قَدِمَ الْوَلَدُ الْمِئَةُ
The one thousand and hundredth girl came.	قَدِمَتِ الْبِنْتُ الْمِئَةُ وَالاَلْفُ.

It is important to note that all the components of the ordinal number take the definite article.

It may be mentioned here that both the cardinal numbers and the ordinal numbers generally have sound plurals on the pattern of sound plural feminine.

Example:

Three	ثَلاثَةٌ/ثَلاثٌ : ثَلاثَاتٌ
Fours	اَرْبَعَةٌ/اَرْبَعٌ : اَرْبَعَاتٌ
Fives	خَمْسَةٌ/خَمْسٌ : خَمْسَاتٌ
Twenties	عِشْرُونَ : عِشْرُونَاتٌ
Fifties	خَمْسُونَ : خَمْسُونَاتٌ

These plurals decline as per rules explained in respect of sound plural.

Fractions are expressed as follows:

half	½	نِصْفٌ
one third	1/3	ثُلْثٌ
one fourth	¼	رُبْعٌ
one fifth	1/5	خُمْسٌ
one sixth	1/6	سُدْسٌ
one seventh	1/7	سُبْعٌ
one eighth	1/8	ثُمْنٌ

one ninth	1/9	تُسْعٌ
one tenth	1/10	عُشْرٌ

Suppose we want to say 1/6, 2/6 & 3/6 we would say in Arabic:

1/6	سُدُسٌ
2/6	سُدُسَانِ
3/6	ثَلاثَةُ اَسْدَاسٍ

These fractions are common for nouns of both the genders and they are declinable.

Suppose we want to say 55 upon 250, we would say in Arabic:

خَمْسَةٌ وَّ خَمْسُونَ على مِئَتَينِ وَ خَمْسِينَ

If we have decimated figure, then we would say:

25.8 خَمْسَةٌ وَعِشْرُونَ وَثَمَانِيَةُ اجزاءٍ مِنْ عشَرَةٍ

These figures are generally separated with ر in Arabic, as follows: 25ر8
Every increasing figure after decimal shall be subtracted from the next figure. Example:

25.88 خَمْسَةٌ و عِشْرُونَ وثَمَانِيَةٌ وَّ ثَمَانُون جُزءً مِنْ مِئَةٍ

Exercises:

(1) Translate into Arabic:

(A) 1) He left India for Japan on 31st of May last.

2) She is my first daughter

3) The first item on the agenda is confirmation of the minutes of the last meeting.

4) He is the twentysixth president of our co-operative society.

5) Divide this amount into three equal parts and give one-third to the servant and the remaining two-thirds to the shopkeeper.

6) **He has completed his hundredth year on eleventh January last but he still looks quite healthy.**

7) **I shall receive my hundred- twenty first salary next month.**

8) **Sir, I want to marry your second daughter.**

9) **He spends one-fourth of his salary on smoking; another one-fourth on drinking; the third one-fourth on gambling and the remaining one-fourth on eating. This is the reason that he is so weak and looks pale.**

10) I have taken this idea for my story from the fourteenth story of the book you had given me.

(B)

Now we have entered the twentyfirst Century. Though we have made a lot of progress in all the fields of human life & information, but peace is still far away. With the advent of nuclear weaponry the threat of the third war is hanging over our heads.This thought is hair raising because if it happens, God forbid, then the destruction will be much more than what it was during the first & the second world wars. It is feared that the entire world would be ruined.

(2) Translate into English:

فِى الشَّهْرِ الْقَادِمِ فِى الْيَومِ الثَّالِثَ عَشَرَ سَوْفَ نَحْتَفِلُ بِعِيْدِ زَوَاجِنَا الْخَامِسِ وَالْعِشْرِيْنَ. اِنَّنَا اخَذْنَا هَذِهِ الْفِكْرَةَ مِنْ جَارِنَا سَمِيْر اَلَّذِى اِحْتَفَلَ بِعِيْدِ زَوَاجِهِ الرَّابِعِ وَالثَّلَاثِيْنَ فِى الْعِشْرِيْنَ مِنَ الشَّهْرِ الْمَاضِى. سَمِيْر يَسْكُنُ فِى الْبَيْتِ الْمُلاصِقِ لِبَيْتِنَا مُنْذُ مَا يَقِلُّ عَنْ ثَلَاثَةِ اَعْوَامٍ. هُوَ كَبِيْرُ السِّنِّ و لَكِنَّهُ اِنْسَانٌ نَشِيْطٌ وَ يَوَدُّ الإِحْتِفَالَاتِ. وَنَصَحَنِى اَنْ لَا أَدَع فُرْصَةً تُفْلِتُ وَ اَنْ اُقِيْمَ حَفَلَاتٍ لِاَقْرَب الاَقْرِبَاءِ وَ الاَصْدِقَاءِ لِاَنَّ الْحَفَلَاتِ تُكَوِّنُ مُنَاسَبَاتٍ لِتَجْدِيْدِ وَ تَوْثِيْقِ عُرَى الْقَرَابَاتِ وَالصَّداقَات. فَأَخَذْتُ هَذِهِ النَّصِيْحَةَ مِنْهُ بِجِدِّيَّةٍ وَهَذِهِ اَوَّلُ حَفْلَةٍ اَقَمْتُهَا فِى بَيْتِى. اَتَطَلَّعُ اِلَى اِقَامَةِ مَزِيْدٍ مِنَ الْحَفَلَاتِ فِى الاَيَّامِ الْقَادِمَةِ، إِنْ شَاءَ اللّه. وَمَا رَايُك فِى هَذِهِ الْفِكْرَةِ؟

Glossary: الكلمات العسيرة

To leave	غَادَرَ / يُغَادِرُ / مُغَادَرَةً
Japan	اَلْيَابَان
Item	بَنْدٌ (SM) بُنُودٌ (P)
Agenda	جَدْوَلٌ (SM) جَدَاوِلُ (P)
To confirm	أَكَّدَ / يُؤَكِّدُ / تَأْكِيداً
Minutes (of a meeting)	مَحْضَرٌ (SM) مَحَاضِرُ (P)
Meeting	اِجْتِمَاعٌ (SM) اِجْتِمَاعَاتٌ (P)
President	رَئِيسٌ (SM) رُؤَسَاءُ (P)
Society	مُجْتَمَعٌ (SM) مُجْتَمَعَاتٌ (P)
Co-operative	تَعَاوُنِيٌّ (Adj. SM)
To divide	قَسَّمَ / يُقَسِّمُ / تَقْسِيمًا
Amount	مَبْلَغٌ (SM) مَبالِغُ (P)
To give	اَعْطَى / يُعْطِي / إِعْطَاءً
Part	جزءٌ (SM) اجزاءٌ (P)
Equal	مُسَاوِى (Adj. SM)
Servant	خَادِمٌ (SM) خَدَمٌ (P)
Shopkeeper	صَاحِبُ الْمَحَلِّ / اَصْحَابُ الْمَحَلَّاتِ
Master; owner	صَاحِبٌ (SM) اَصْحَابٌ (P)، مَالِكٌ / مُلَّاكٌ
Shop	دُكَّانٌ (SM) دَكَاكِينُ (P) ، مَحَلٌّ (SM) مَحَلَّاتٌ (P)
To look; to appear	ظَهَرَ / يَظْهَرُ / ظُهُورًا
To receive	اِسْتَلَمَ / يَسْتَلِمُ / اِسْتِلَامًا
Salary	مُرَتَّبٌ (SM) مُرَتَّبَاتٌ (P)
To want	اَحَبَّ / يُحِبُّ / مَحَبَّةً
To marry	تَزَوَّجَ / يَتَزَوَّجُ / تَزَوُّجًا
To spend	اَنْفَقَ / يُنْفِقُ / اِنْفَاقاً
To smoke	دَخَّنَ / يُدَخِّنُ / تَدْخِينًا

Another; other	آخَرُ(SM) آخَرُونَ(P)، أُخْرَىٰ (SF) أُخْرَيَاتٌ (P)
To drink	شَرِبَ / يَشْرَبُ / شُرْباً
To gamble	قَامَرَ / يُقَامِرُ / مُقَامَرَةً
To eat	أَكَلَ / يَأْكُلُ / أَكْلاً
Reason	سَبَبٌ(SM)/ أَسْبَابٌ(P)
That	أَنْ
That he is	أَنَّهُ / إِنَّهُ
Weak	ضَعِيفٌ (Adj. SM) ضُعَفَاءُ(P)
Idea	فِكْرَةٌ (SF) فِكَرٌ(P)
Story	قِصَّةٌ (SF) قِصَصٌ(P)
To publish: To announce	أَعْلَنَ / يُعْلِنُ / إِعْلَانًا
Result	نَتِيْجَةٌ (SF) نَتَائِجُ(P)
A.D, Christian era	لِلْمِيْلَادِ
To consist (of)	اِشْتَمَلَ / يَشْتَمِلُ / اِشْتِمَالاً (عَلَى) *
Page	صَفْحَةٌ (SF) صَفَحَاتٌ(P)
To teach	دَرَّسَ / يُدَرِّسُ / تَدْرِيساً
Class-room	فَصْلٌ (SM) فُصُولٌ(P)
Office	مَكْتَبٌ(SM) مَكَاتِبُ(P)
Administrative	إِدَارِيٌّ (Adj. SM)
To remain	بَقِيَ / يَبْقَى / بَقَاءً
House	بَيْتٌ (SM) بُيُوتٌ(P)
Teacher	مُدَرِّسٌ (SM) مُدَرِّسُونَ(P)
To dirty; to make dirty	وَسَّخَ/يُوَسِّخُ/ تَوْسِيْخًا

* Like in English, Arabic has verbs which take direct objects, e.g. أَكَلَ الْمَوْزَ i.e. 'he ate banana' and it also has verbs which take indirect objects i.e. there would be a preposition between the verb and the object e.g.
This class consists of fifty students. هَذَا الْفَصْلُ يَشْتَمِلُ عَلَى خَمْسِيْنَ طَالِبًا

To get up, to stand up	وَقَفَ/ يَقِفُ/ وُقُوفاً
To deliver (lecture)	اَلْقَى/ يُلْقِى/ اِلْقَاءً
Lecture	مُحَاضَرَةٌ (SF) مُحَاضَرَاتٌ(P)
About	حَوْلَ/ عَن
Necessity	ضَرُوْرَةٌ (SF) ضَرُوْرَاتٌ(P)
To bring near	قَرَّبَ/ يُقَرِّبُ/ تَقْرِيباً
Different	مُخْتَلِفٌ(Adj SM)**
Component	مُكَوِّنٌ (SM) مُكَوِّنَاتٌ(P)
People	إنسانٌ (SM) أُنَاسٌ (P)
Milk	لَبَنٌ (SM) اَلْبَانٌ(P)
To mint (money, coins)	سَكَّ/ يَسُكُّ/ سَكًّا
Remaining	بَاقِى(Adj SM)

** Before a plural noun of either gender, it is always مُخْتَلَفٌ and where it follows a noun it is read as مُخْتَلِفٌ and agrees with the noun in gender.

LESSON — 28   الدرس — ٢٨

Particles That Cause Fatḥah To The Present Imperfect And Particles That Cause Fatḥah To The Nouns, Pronouns

نَوَاصِبُ الْفِعْلِ الْمُضَارِعِ وَ نَوَاصِبُ الاَسْمَاءِ

One evening,	مساءَ يوْمٍ،
Mr. Ramamurti returned	عادَ السَّيِّدُ رَامَا مُورتِي
from his office early.	مِنْ مَكْتبِهِ مُبَكِّراً.
He was very tired.	كانَ مُتْعبًا جدًّا.
His wife saw him and went to him	رَأَتْهُ زَوْجَتُهُ، وَذَهَبَتْ اِلَيْهِ
in order to know the reason.	لِكَيْ تَعْرِفَ السَّبَبَ.
And she asked him: How are you?	وإنَّهَا سَأَلَتْهُ: كَيْفَ أنْتَ؟
What happend to you?	ماذا حَصَلَ لكَ؟
He said: It seems that	فقالَ: يبْدُو انَّهُ
fever has struck me (I caught fever)	قدْ اَصابَتْنِي الْحُمَّى.
I remained feverish	بقِيتُ مَحْمُومًا
all the day long.	طُوْلَ النَّهار.
She said: Did you go to the doctor	فقالَتْ: هلْ ذَهَبْتَ اِلَى الدُّكْتُورِ
to take medicine?	لتأْخُذَ الدَّوَاءَ.
He said: No, I do not want to go to	قَالَ: لاَ، لاَ أُرِيْدُ اَنْ اَذْهَبَ اِلَى
the doctor because the fever	الدُّكْتُورِ لِأنَّ الْحُمَّى
has gone down now.	قدْ تَخَفَّفَتْ الآنَ.
It is enough that you prepare half cup of	يكْفِي أَنْ تُعدِّي نِصْفَ كُوْبٍ مِنْ
boiled water with a little ginger	الْمَاءِ الْمَغْلِيِّ مَعَ قَلِيْلٍ مِنَ الزَّنْجَبِيْلِ
and some sugar and black pepper,	وَقَلِيْلٍ مِّنَ السُّكَّرِ وَالْفِلْفِلِ الأَسْوَدِ
so that I (can) drink it.	لِكَي اَشْرَبَهُ.

And after one hour, God so willing,	وَبَعْدَ سَاعَةٍ، اِنْ شَاءَ اللّٰهُ،
everything will be (as desired)	سَيَكُونُ كُلُّ شَيْءٌ
all right.	(عَلَى مَايُرَام) حَسَناً.
The wife touched his forehead	لَمَسَتِ الزَّوْجَةُ جَبِينَهُ
and said that the fever	وقَالَتْ اِنَّ الحُمَّى
had not yet gone down and this	لمَّا يَتَخَفَّفْ وَ اِنَّ هَذَا
indigenous medicine	الدَّوَاءَ الْبَلَدِى
will not benefit you.	لَنْ يُفِيْدَكَ.
Let us go to the doctor.	فَلْنَذْهَبْ اِلَى الدُّكْتُورِ.
He might give you some medicine	إِنَّهُ قَدْ يُعْطِيْك دَوَاءً
that will cure you quickly.	يَشْفِيْك بِسُرْعَةٍ.
Perhaps the doctor gives you an injection	لَعَلَّ الدُّكْتُورَ يُعْطِيْك إِبْرَةً
which will cure you immediately.	قَدْ تَشْفِيْك فَوْرًا.
He said: I wish I were able	قَالَ: لَيْتَنِي كُنْتُ قَادِرًا
to walk, but I am feeling	عَلَى الْمَشْيِ. لَكِنَّنِي اَشْعُرُ
extremely weak as if the strength	بِضُعْفٍ شَدِيْدٍ كَأَنَّ الْقُوَّةَ
has been extracted from my body.	قَدْ اُسْتُخْرِجَتْ مِنْ بَدَنِي.
She said: Then I contact the doctor	قَالَتْ: اِذَنْ اَتَّصِلَ بِالدُّكْتُورِ
on telephone in order to call him	عَلَى التِّلِفُونِ لِكَيْ اَطْلُبَهُ
to our home.	اَلَى بَيْتِنَا.
Mr. Ramamurti kept quiet as though he	سَكَتَ السَّيِّدُ رَامَا مُورَتِي كَأَنَّهُ
agreed with her.	يَتَّفِقُ مَعَهَا.

Grammar

There are particles which cause fatḥah to the terminal letter of the present imperfect verb. These particles are as follows:

That	أَنْ
· Never	لَنْ

So that, in order that كَيْ

Then, in the case إذَنْ

Anyone of these four particles above and a few more like حتّى cause fatḥah to the terminal letter of the present imperfect that it precedes and the verb is considered to be in the subjunctive mood and in places where the fatḥah can not be given, they cause all the "noons" i.e. the letter ن to drop except in the case of III & II person plural feminine.

لن defines the meaning of the present imperfect verb to the future negative. For example لا يَذهَبُ may mean depending on the context:

(1) He does not go.
(2) He is not going.
(3) He will not go.

However, لَن يَذْهَبَ shall mean: He will not go or the emphatic: He will never go.

أن، كَي، إذن generally define the meaning of the present imperfect to 'causative'. For example: كَي اذهَبَ will mean: So that I go and so on. Particle إذن literally would mean: 'in that case' and it is used before an imperfect verb to answer or complement an intention. For example if you say: سَوفَ أزُورُك غداً i.e. I will visit you tomorrow then the addressee would say: إذَنْ تَشرَبَ الشّاىَ مَعَنا : in that case (or then) you will drink tea with us.

The particle أنْ, besides being followed by a verb in the subjunctive mood, is usually preceded by a verb expressing desire. For example: أُريد أنْ أذهَبَ

In this case the meaning is rendered into infinitive. Hence, the sentence above would mean: I want to go.

It may also be preceded by a verb indicating probability or a similar meaning in which case the meaning in English would be expressed by 'might or may'. For example: يُحتَمل أنْ أزُورَك غداً I might visit you tomorrow.

Following is the sample conjugation with one of the foregoing particles that cause fatḥah to the present imperfect:

S.M	III	person	He will never go	لَنْ يَذْهَبَ
D.M.	III	person		لَنْ يَذْهَبَا

P.M.	III	person	لَنْ يذْهَبُوا
S.F.	III	person	لَنْ تَذْهَبَ
D.F.	III	person	لَنْ تَذْهَبَا
P.F.	III	person	لَنْ يَذْهَبْنَ
S.M.	II	person	لَنْ تَذْهَبَ
D.M.	II	person	لَنْ تَذْهَبَا
P.M.	II	person	لَنْ تَذْهَبُوا
S.F.	II	person	لَنْ تَذْهَبِي
D.F.	II	person	لَنْ تَذْهَبَا
P.F.	II	person	لَنْ تَذْهَبْنَ
S.M. & F I		person	لَنْ أذْهَبَ
PM & F I		Person.	لَنْ نَذْهَبَ

إنَّ، أنَّ، كأنَّ، ليتَ، لكنّ & لَعلَّ are particles which cause fatḥah to the terminal letter of a noun and in case of pronouns, only the 'inseparable' pronouns are used. إنَّ & أنَّ are used in the meaning of 'that' to connect two parts of a sentence. For example:

He said that he wants to visit me. قال إنَّهُ يُرِيْدُ زِيَارَتِي.

I heard that he has expired. سَمِعْتُ أنَّهُ تُوفِّيَ.

إنَّ is used after قَالَ and its different forms while أنَّ is used after all other verbs.

كَأنَّ means 'as if' as though' For example:

The teacher scolded me وبَّخني المُدرِّسُ

as if I had committed the mistake. كأنّني اخطأتُ

There is one causative 'لِ' with *kasrah* under it, however, it causes ***fatḥah*** to the present imperfect. For example:

He is coming to take you with him. هُو قَادِمٌ لِيَأْخُذَكَ معَه

This causative 'لِ' is used as above and occasionally it is prefixed to كَي to say لِكَي .

ليت means: would that, I wish'. For example:

I wish the boy had passed the examination لَيتَ الولَدَ نَجحَ في الإمْتِحانِ

لكِنَّ means: 'but, however'. For example:

The teacher beat the boy but ضربَ المُدَرِّسُ الْوَلَدَ لكِنَّ

the princip ١ al did not interfere. العَمِيْدَ لَمْ يَتَدَخَّلْ

لَعَلَّ means: 'perhaps'. For example:

Perhaps the teacher is present in the room. — لَعَلَّ الأُسْتَاذَ مَوْجُودٌ فِى الغُرْفَةِ

Point should also be noted that occasionally لٰكِنَّ is used as لٰكِنْ i.e. with sokoon on its terminal ن and in this case لٰكِنْ is generally followed by a verb, e.g. لٰكِنْ لا اُرِيْدُ اَنْ آكُلَ i.e. but I don't want to eat.

Exercises

1) Translate into Arabic:

Once upon a time there lived an ascetic at the top of a mountain. He had taken an oath that he would not move from his place in order to beg for food. He said that he would eat only the fruits. He also promised himself that if he does not find food he will drink only water and express his gratitude to God. This place was infact very beautiful and had plenty of fruits and a spring of water. This place appeared as though it were a piece of heaven. But perhaps God had decided to put this ascetic to test. Soon the trees started withering till all of them dried up in two or three months' time. The ascetic got up one morning and found that the spring of water also had dried up. The ascetic looked upto the sky as though he was complaining but did not come down for food or water. He spent the day without water and food but in the evening he felt the pinch of hunger and thirst. He left his hut in the evening and climbed down the mountain in search of food.

Translate into English:

ذَهَبَ وَلَدٌ رَاعٍ اِلَى مَرْجٍ فِى الْجِبَالِ خَارِجَ الْقَرْيَةِ لِيَرعَى غَنَمَهُ فَاَرَادَ اَنْ يَمْزَحَ مَعَ أَهْلِ الْقَرْيَةِ. فَصَاحَ بِأَعْلٰى صَوتِهِ: الذِّئْبُ...الذِّئْبُ... جَاءَ أَهْلُ الْقَرْيَةِ مَعَ الْعِصِيِّ وَ الْمَنَاجِلِ كَيْ يُساعِدُوه و يُخْرِجُوهُ مِنَ المَأْزِقِ. ولكنَّهُمْ اِنْدَهَشُوا عِنْدَمَا رَأَوْا الوَلَدَ الرَّاعِيَ جَالِساً مُتَّكِئاً صَخْرَةً صَغِيرَةً و هُوَ يَضْحَكُ. غَضِبَ اهْلُ الْقَرْيَةِ منَ الْوَلَدِ وَ نَهَرُوهُ وَعَادُوْا اِلَى الْقَرْيَةِ. فَمَضَتْ اَيَّامٌ وَجَاءَ ذِئْبٌ مَرَّةً حَقّاً اِلَى الْمَرْعَى وَ أَخَذَ الوَلَدُ يَصِيْحُ لِلنَّجْدَةِ و لكِنْ لِلاَسَفِ لَمْ يَاتِ اَحَدٌ مِنَ الْقَرْيَةِ لِنَجْدَتِه و فَتَكَ الذئبُ بِعَدَدٍ مِنَ الْغَنَمِ. فَقَالَ الْوَلَدُ فِىْ قَلْبِهِ: لَيْتَنِى لَمْ أَمْزَحْ مَعَ النَّاسِ فِى الْمَرَّةِ السَّابِقَةِ.

Glossary — الكلمات العسيرة

Once upon a time	فِيْ زَمَنٍ مِنَ الأَزْمَانِ
Ascetic	نَاسِكٌ (SM) نُسَّاكٌ (P)
Top, peak	قِمَّةٌ (SF) قِمَمٌ (P)
Mountain	جَبَلٌ (SM) جِبَالٌ (P)
To take an oath, to swear	أَقْسَمَ / يُقْسِمُ / إِقْسَامًا
To move	تَحَرَّكَ / يَتَحَرَّكُ / تَحَرُّكًا
In order to, so that	لِكَيْ
To beg	شَحَذَ / يَشْحَذُ / شَحْذًا
To eat	أَكَلَ / يَأْكُلُ / أَكْلًا
To promise	وَعَدَ / يَعِدُ / وَعْدًا
To express	أَعْرَبَ / يُعْرِبُ / إِعْرَابًا (عن)
Gratitude, thanks	شُكْرٌ
Infact	فِي الْحَقِيْقَةِ
Plenty	كَثِيْرٌ
Spring (of water)	عَيْنٌ (SF) عُيُونٌ (الماء)
To appear	بَدَا / يَبْدُو / بِدَايَةً
Hut	كُوخٌ (SM) أَكْوَاخٌ (P)
To climb down	نَزَلَ / يَنْزِلُ / نُزُولًا
In search of	بَحْثًا عَنْ
Shepherd	رَاعٍ (رَاعِي) (SM) رُعَاةٌ (P)
Meadow	مَرْجٌ (SM) مُرُوجٌ (P)
Village	قَرْيَةٌ (SF) قُرًى (P)
To tend, to graze	رَعَى / يَرْعَى / رِعَايَةً
To intend, to want	أَرَادَ / يُرِيْدُ / إِرَادَةً
To joke	مَزَحَ / يَمْزَحُ / مَزْحًا
To shout	صَاحَ / يَصِيْحُ / صِيَاحًا
Wolf	ذِئْبٌ (SM) ذِئَابٌ (P)
Baton, stick	عَصًا (SF) عِصِيٌّ (P)

Sickle	مِنْجَلٌ(SM) مَنَاجِلُ (P)
So that, in order to	كَيْ / لِكَيْ
To help	سَاعَدَ/ يُساعِدُ/ مُسَاعَدَةٌ
To save, to extricate	أَخْرَجَ/ يُخْرِجُ / إِخْرَاجًا
Difficult situation	مَأْزِقٌ(SM) مَآزِقُ (P)
To be surprised	إِنْدَهَشَ/ يَنْدَهِشُ/إِنْدِهَاشًا
To recline (on)	إِتَّكَأَ/ يَتَّكِئُ/ إِتِّكَاءً (عَلَى)
Rock	صَخْرٌ(SM) (صَخْرَةٌ) صُخُورٌ (P)
To laugh	ضَحِكَ/ يَضْحَكُ/ ضَحِكًا
To become angry	غَضِبَ/ يَغْضَبُ/ غَضَبًا
To chide	نَهَرَ/يَنْهَرُ/ نَهْرًا
To return	عَادَ/ يَعُودُ/ عَوْدَةً
To pass	مَضَى/ يَمْضِي/ مُضِيًّا
In fact, in reality, really	حَقًّا
Help	نَجْدَةٌ
For help	لِلنَّجْدَةِ
Sorrow, grief	أَسَفٌ
Unfortunately	لِلأَسَفِ
To come	أَتَى/ يَأْتِي/ إِتْيَانًا
Nobody came	لَمْ يَأْتِ أَحَدٌ
To slay, to kill	فَتَكَ/يَفْتِكُ/فَتْكًا
I wish, how I wish	لَيْتَنِي

LESSON — 29 الدرس — ٢٩

Exceptives ادوات الاستثناء

Hamid is our classmate.	حامدٌ زَمِيلُنَا فِي الْفَصْلِ.
He is intelligent and hardworking.	هُوَ ذَكِيٌّ وَ مُجْتَهِدٌ.
Also he is a big sportsman.	كما وَهُوَ رِيَاضِيٌّ كَبِيْرٌ.
We see him either in the class-room	نراهُ امَّا فِي الْفَصْلِ
or in the library or in the playground.	اَمْ فِي الْمَكْتَبَةِ اَمْ فِي مَيْدَانِ اللَّعِبِ.
We find him busy all the day long.	نراهُ مَشْغُولاً طُولَ النَّهَارِ.
In the last final examination	فى الإمْتِحَانِ النّهَائِي الأخِيْرِ
Hamid passed with distinction.	نجح حَامِدٌ بِدَرَجَةِ الإمْتِيَازِ.
At this occasion he held	وبهذهِ الْمُنَاسَبَةِ أقَامَ
a big tea-party in his house,	حفْلَة شَاى كَبِيْرَةً فِى بَيْتِهِ،
and invited all his classmates.	و دعا اِلَيْهَا جَمِيْعَ زُمَلائِهِ.
I reached his house five minutes before the scheduled time.	وصلْتُ اِلَىٰ مَنْزِلِهِ قَبْلَ الْمَوْعِدِ بِخَمْسِ دقائق.
Nobody had come by that time except Nabeel and he is his fast friend.	ما كَانَ جَاءَ حَتَّى ذَلِكَ الْوَقْتِ اِلاَّ نبِيْلٌ وَ هُوَ صَدِيْقُهُ الْحَمِيْمُ.
At he scheduled time the invitees started reaching	وفِى الْوَقْتِ الْمَحَدَّدِ اَخذَ الْمَعْزُومُونَ يصلُونَ
in groups and singly.	فِى جَمَاعَاتٍ وَ فُرَادىٰ.
In half an hour time all the students had come except one (student).	و فِى نِصْفِ سَاعَةٍ وَصَلَ جَمِيْعُ الطُّلاَّبِ اِلاَّ طَالِباً .

All (the students) sat in	جَلَسَ الْجَمِيْعُ فِي
the drawing room and started talking on	غُرْفَةِ الإِسْتِقْبَالِ وَاَخَذُوا يَتَحَدَّثُونَ فِي
different topics.	مَوضُوعَاتٍ شَتّٰى
including studies & examinations.	بِمَا فِيْهَا الدِّرَاسَاتُ وَالإِمْتِحَانَاتُ.
Then slowly the convesation shifted to	ثُمَّ رُوَيْداً رُوَيْداً إِنْتَقَلَ الْحَدِيْثُ اِلَى
Hamid's grand (distinguished) success.	نَجَاحِ حَامِدٍ الْمُمْتَازِ.
Some of us decided	فَصَمَّمَ بَعْضُنَا
to have with him heart-to-heart talk	عَلَى مُفَاتَحَتِهِ
regarding the secret	حَوْلَ سِرِّ
of his distinguished success.	نَجَاحِهِ الْمُمْتَازِ.
At this very moment Hamid appeared	فِيْ نَفْسِ الْوَقْتِ ظَهَرَ
to us and invited us to	لَنَا حَامِدٌ وَ دَعَانَا اِلَى
the house garden where	حَدِيْقَةِ الْمَنْزِلِ حَيْثُ
he had arranged the party.	كَانَ نَظَّمَ الْحَفْلَةَ.
We got up and moved towards	فَقُمْنَا وَتَحَرَّكْنَا نَحْوَ
the garden where we found	الْحَدِيْقَةِ حَيْثُ وَجَدْنَا
every thing ready.	كُلَّ شَيْءٍ جَاهِزاً.
I proceeded towards Hamid	فَتَقَدَّمْتُ نَحْوَ حَامِدٍ
till I got close to him.	حَتّٰى إِقْتَرَبْتُ مِنْهُ.
We (both) stood facing all (others) and I	فَوَقَفْنَا نَتَقَابَلُ الْجَمِيْعَ
said: Dear friends!	وَقُلْتُ: أَصْدِقَائِي الأَعِزَّاءُ!
In fact it is a very happy occasion	إِنَّ هَذِهِ الْمُنَاسَبَةَ سَارَّةٌ جِدّاً
not because it is a tea-party	وَذٰلِكَ لَيْسَ لأَنَّهَا حَفْلَةُ شَايٍ
but because it is an occasion to celebrate the	وَلٰكِنْ لأَنَّهَا مُنَاسَبَةٌ نَحْتَفِلُ فِيْهَا
success of our dear friend.	بِنَجَاحِ صَدِيْقِنَا الْعَزِيْزِ.

In fact there is a lesson in his success	إنَّ فِي نَجَاحِهِ دَرْساً
for all of us, the students.	لِجَمِيعِنَا نَحْنُ الطُّلاَّبَ.
Now, when we congratulate	والآنَ، إِذْ نَحْنُ نُهَنِّىءُ
our friend on his success and wish	صَدِيقَنَا عَلَى نَجَاحِهِ وَ نَتَمَنَّى
all good for him in the future,	لَهُ كُلَّ خَيْرٍ فِي الْمُسْتَقْبَلِ،
we also request him to tell us	نَلْتَمِسُ اِلَيْهِ أنْ يَقُولَ لَنَا
in a few words the secret	فى كَلِمَاتٍ سِرَّ
of his all round success in life	نجاحِهِ الشَّامِلِ فِي الْحَيَاة
so that we take guidance from it.	حتَّى نَسْتَرْشِدَمِنْهُ .
All the people welcomed this idea	فَرَحَّبَ الْجَمِيْعُ بِهَذِهِ الْفِكْرةِ
and supported it .	وأيَّدُوهَا.
Hamid said: My dear friends, I	قَالَ حَامِدٌ: أَصْدِقَائِي الاَعِزَّاءُ، إنَّنى
seize this opportunity to thank you	لأغْتَنِمُ هَذِهِ الْفُرْصَةَ لأشْكُرَكُمْ جَمِيْعاً
all for attending my party.	لِحُضُورِ حَفْلَتِي.
I would also say that I don't have anything	وَأقُولُ إنَّهُ لَا يُوْجَدُ عِندى
that you don't have except that I set my	شئٌ لَايُوْجَدُ عِنْدَكُم سِوَى
time-table.	أنَّنى رَتَّبْتُ بَرْنَامَجِى .
There is time for every thing	لِكُلِّ شَئٍ وَقْتٌ
in my time table.	فِي بَرْنَامَجِى.
Dear friends, there is nothing on the surface	أَصْدِقَائِي الاَعِزَّاءُ، لَا شَئَ عَلَى
of this earth which could enable a	وجْهِ الاَرْضِ يُمَكِّن
human-being to acquire success except	انْسَاناً مِنْ اِحْرَازِ
regularity, punctuality	النَّجَاحِ اِلَّا الإنْتِظَامُ وَالْمُوَاظَبَةُ
and sincere efforts to realise his goals	وَالْجُهُودُ الْمُخْلِصَةُ لِتَحْقِيْقِ اَهْدَافِهِ
in life.	فِي الْحَيَاةِ .
I think it is sufficient to say	أكْتَفِي بِهَذَا
and invite you all to take tea.	وَادْعُوكُمْ جَمِيْعًا لِتَنَاوُلِ الشَّايِ.

Grammar:

Before explaining the "Exceptives", and their specific and peculiar usage in the Arabic language, it is necessary to point out that exception so made can only be of person/s from a group of persons and of articles from a group of similar articles and of animate or inanimate objects from a gorup of similar animate or inanimate objects. That is to say , we cannot except a monkey from a group of human-beings and/or otherwise (except where the usage is rhetoric). So also we cannot except an inanimate object like table from a group of animals and/or otherwise.

As should be amply clear from the foregoing details the exceptive is a word which singles out object/s from a group of similar objects. For this purpose, in English we use the word "except" or "save". In Arabic we use quite a few words for the purpose. Of these إلّا is the most frequently used. It is used as per details given below:

1. The noun excepted is placed after إلّا.

2. The noun excepted is placed in the accusative case i.e. its terminal letter is given fatḥah.

Example:

1. The students have come except one student. قدِم الطُّلّابُ إلّا طالبًا.

2. I saw the students except one student. رَأيْتُ الطُّلّابَ إلا طَالبًا.

You can see for yourself that in the two sentences above, the nouns excepted are placed in the accusative case. If you keenly observe sentence no (1) above, you will find that the excepted noun is supposedly in the nominative case as this would simply mean that:

The students came قَدِمَ الطُّلّابُ

and one student did not come. وَلَمْ يَقْدَمْ طَالِبٌ وَاحِدٌ

and in sentence no (2) above, the excepted noun is in the accusative case as it would mean that:

I saw the students and I did not see one student رَأيْتُ الطُّلّابَ وَلَمْ أرَ طَالِبًا

However, in both the cases the excepted noun is طَالِبٌ and it should be in the

accusative case as per rules explained in the foregoing lines in this regard.

Another factor worth noting is that the first parts of the two sentences preceding the exceptive إلاّ are in the positive sense. In this case the excepted noun shall be always in the accusative case.

However, where the sentences are negative, the noun/s after the exceptive may be in the accusative case. For example:

1) The students did not come except one student.	A. مَاقَدِمَ الطُّلاَّبُ إلاطَالِباً
2) I did not see the students except one student.	B. مَا رَأَيْتُ الطُّلاَّبَ إلاَّ طَالِباً.
3) I did not sit with the students except one student.	C. مَا جَلَسْتُ مَعَ الطُّلاَّبِ إلاَّ طَالِباً.

It may also be noted here that in such cases the case terminal of the excepted noun may be in accordance to the sense of the meaning. For example the sentence (A) above would mean that 'only one student came' and hence rules permit to say:

مَاقَدِمَ الطُّلاَّبُ إلاَّ طالبٌ (يعني قَدِمَ طالِبٌ فقط)

Similarly, sentence 'B' would mean that 'I saw only one student', and hence 'student' is object of the verb رَأَيْتُ and therefore we would say:

مَارأيْتُ الطُّلاَّبَ إلاَّ طَالِبًا (يَعنِي رأيتُ طَالِبًا فقط)

In the case of the third sentence i.e. sentence 'C', it would mean that 'I sat with only one student' and hence, rules permit to say:

مَاجَلَسْتُ مَعَ الطُّلاَّبِ إلاَّ طَالِبٍ (يَعني جلسْتُ مَعَ طَالِبٍ فَقَط).

In brief we can say that the 'exceptive' إلاّ:

(i) Causes fatḥah to the terminal letter of the noun that follows it provided that the clause preceding it is in the positive sense.

(ii) May cause Fatḥah to the terminal letter of the noun that follows it even where the clause preceding it is in the negative sense.

iii) May cause the applicable case terminal if the sentence were rendered in positve sense.

Apart from the exceptive إلاّ there are a few more words which are less frequently used as the exceptives. they are: خلا ، عدا

These exceptives normally cause ***kasrah*** to the terminal letters of the nouns. For example:

The students came except one student.	قَدِمَ الطُّلاّبُ عَدَا طَالِبٍ.
The students came except one student.	قَدِمَ الطُّلاّبُ خَلاَ طَالِبٍ.

However, where the exceptives عدا and خلا are preceded by the word ما they admit only the accusative case to the excepted noun.

The students came except one student.	قَدِمَ الطُّلاّبُ مَاعَدَا طَالِبًا.
The students came except one student.	قَدِمَ الطُّلاّبُ مَا خَلاَ طالباً.

In addition to the exceptives mentioned above, there are some more words used as exceptives or in a way very similar to them.

I have also dealt in this lesson with لا of General Negation i.e. لا نفي الجنس. This لا of General Negation is followed by a Common Noun of singular number in the accusative case with only one *Fatḥah*. For example we say:

There is no body (not a soul) in the house.	لاَ رَجُلَ فِي الدَّارِ
There is no doubt in it	لاَ رَيْبَ فِيْهِ

Exercises:

1. Translate into English:

كَانَ الوَقْتُ صَبَاحًا—حوالى السَّاعَةِ الْعَاشِرَةِ. كُنْتُ أجْلِسُ فِي غُرْفَةِ الدِّرَاسَةِ إذْ دَقَّ جرسُ الْبَابِ. فَأوْمَأتُ لِلْخَادِمِ لِيَذْهَبَ إلَى الْبَابِ وَيَفْتَحَ الْبَابَ. عَادَ الْخَادِمُ وَبَلَّغَنِي عَنْ قُدُومِ الطُّلاّبِ. فَطَلَبْتُ مِنْهُ أنْ يُجْلِسَهم فِي غُرْفَةِ الإسْتِقْبَالِ. وَتَوَجَّهْتُ أيْضًا إلَى غُرْفَةِ الإسْتِقْبَالِ. وَبَعْدى دَخَلَ الطُّلاَّبُ الغُرْفَةَ. كَانَ قَدِمَ كُلُّ الطُّلاَّبِ إلاَّ طَالِبَيْنِ—حَمِيْدًا وحَامِدًا. سَألْتُ الْمَوجُودِينَ عَنْ حَمِيْدٍ وحَامِدٍ فَرَدَّ عَلَيَّ طَالِبٌ: وَقَعَ حَمِيدٌ مِنَ الأُوتُوبِيْس وَأخَذْنَاهُ إلَى الْمُستَشْفَى. عُدْنَا جَمِيْعًا بَعْدَ إدْخَالِهِ الْمُستَشْفَى مَاعَدا حَامِدًا. هُوَ الآنَ مَعَ حَمِيْدٍ فى الْمُسْتَشْفَى. سَألْتُهُم: هَل بَلَّغْتُمْ مُدِيْر

الْجَامِعَةِ. قَالُوا: ذَهَبْنَا اِلَى سَكَنِهِ وَلَكِنْ لَا اَحَدَ يُوجَدُ فِي بَيْتِهِ سِوَى حَارِسَيْنِ وَكَلْب. فَوَدِدْنَا اَنْ نُبَلِّغَ سِيَادَتَكَ. سَمِعْتُ كَلَامَهُم وَ بَدَاتُ أحَاوِلُ الإتِّصَالَ على التلفون بالأشخاص الْمَعْنِيِّيْنَ فِي الادَارةِ و لكن لسوء الحظ لَم اَتوفَّقْ انْ اجِدَ الْمُدِيْرَ ولَا نَائبَ الْمُدِيرِ وَلَا الْمُسَجِّلَ إلَّا مُرَاقِبَ الدَّاخِلِيَّةِ. فَطَلَبْتُ مِنْهُ أَنْ يَّذْهَبَ اِلَى الْمُسْتَشْفَى لِلْعِنَايَةِ بِحَمِيْدٍ. طَمْأَنْتُ الطَّلَبَةَ وَطَلَبْتُ مِنْهُمُ الْعَوْدَةَ اِلَى دَاخِلِيَّتِهِم.

2. Translate into Arabic:

Yesterday I took the students of my class to the city's zoological garden. It is the biggist zoological garden in our country. It has a large number of animals and birds. I requested to see the director of the zoo. The director received me with a courtesy smile in his office. I told him we needed a guide to conduct us systematically in the zoo. He told me he had no guides. However, he called one senior employee and instructed him to accompany us and to show us through the zoo. We started our tour inside the zoo from cage to cage in the wild animals corner. All cages had ferocious animals like lions, tigers, leopards, wild cats etc. except one huge cage. It was empty. Out of curiosity I asked why that cage was empty. Our companion told us that the cage was meant for a pair of white tigers. The tigress begot three cubs two months ago. For some unknown reason two of the three cubs died. The pair became suspicious of everyone approaching the cage. They did not allow anyone to go close the cage except an old employee. One day this old employee entered the cage. In affection he lifted the cub but the pair were angry and attacked the old man who died inside the cage itself. The pair were furious. With great difficulty we removed the tiger family to seclusion and took away the dead body of the old man. Later the pair stopped eating anything as if they were in mourning for the old man they had killed. The mother did not have any milk to feed the cub. In a few days time they all died one by one.

3: Make sentences/ running paragraph using all/some of the exceptives given below:

سوى/ ماسوى، خلا/ ماخلا، عدا/ماعدا، إلا، غير

4: Use لا of general negation in your sentences/paragraph.

Glossary — الكلمات العسيرة

Glossary	الكلمات العسيرة
Intelligent (adj)	ذَكِيٌّ (Adj SM) اَذْكِيَاءُ(P)
Sportsman	رِيَاضِيٌّ (Adj SM) رِيَاضِيُّونَ (P)
Either.....or	إمَّا....أمْ
Decision	قَرَارٌ(SM) قَرَارَاتٌ(P)
Occasion	مُنَاسَبَةٌ (SF) مُنَاسَبَاتٌ (P)
To hold (party)	اَقَامَ/ يُقِيْمُ (حَفْلَةً) إقَامَةً
Party, function	حَفْلَةٌ(SF) حَفَلَاتٌ (P)
To invite	دَعَا/ يَدْعُو/ دَعْوَةً
To reach; to arrive (at)	وَصَلَ/ يَصِلُ/ وُصُولاً
Residence; house	بَيْتٌ(SM) بُيُوتٌ(P)
Before; ahead of	قَبْلَ(Adv. of time used as preposition)
Minute	دَقِيْقَةٌ (SF) دَقَائِقُ (P)
To come	قَدِمَ/ يَقْدَمُ / قُدُوماً
Close friend, bosom friend	صَدِيْقٌ حَمِيْمٌ/ أصْدِقَاءُ حَمِيْمُونَ
Specified, scheduled	مُحَدَّدٌ (Adj SM)
Invitee	مَعْزُومٌ (SM) مَعْزُومُونَ(P)
Group	مَجْمُوعَةٌ (SF) مَجْمُوعَاتٌ (P)
Individual	فَرْدٌ (SM) اَفْرَادٌ (P)
In groups & singly	جَمَاعَاتٍ وَ فُرَادَى(Adverb of manner)
To receive, to welcome	إسْتَقْبَلَ / يَسْتَقْبِلُ/ إسْتِقْبَالاً
Drawing-room	غُرْفَةُ الإسْتِقْبَالِ
To exchange	بَادَلَ/ يُبَادِلُ / مُبَادَلَةً
Conversation, talk (P)	حَدِيْثٌ (SM) أحَادِيْثُ، حِوَارٌ (SM) حِوَارَاتٌ
Topic, subject	مَوضُوعٌ (SM) مَوضُوعَاتٌ(P)
Different	مُخْتَلِفٌ(Adj SM)

Studies	دِرَاسَةٌ (SF) دِرَاسَاتٌ (P)
Then Slowly slowly	فَرُوَيْداً رُوَيداً(Adv. of manner)
To shift, to drift (conversation)	إِنْتَقَلَ / يَنْتَقِلُ / إِنْتِقَالاً
Success	نَجَاحٌ (SM) نَجَاحَاتٌ (P)
Great, grand	عَظِيْمٌ (Adj SM)
To be determined (upon)	مُصَمِّمٌ (عَلَى) (Adj SM)
Some, a few	عَدَدٌ (SM) أَعْدَادٌ (P)
To have heart -to-heart talk	فَاتَحَ / يُفَاتِحُ / مُفَاتَحَةً
Secret	سِرٌّ (SM) أَسْرَارٌ (P)
To appear	ظَهَرَ / يَظْهَرُ / ظُهُورًا
To organize, to arrange	نَظَّمَ / يُنَظِّمُ / تَنظِيْماً
To stand up; to get up	قَامَ / يَقُومُ / قِيَاماً
To move	تَحَرَّكَ / يَتَحَرَّكُ / تَحَرُّكًا
Where	أَيْنَ
To find	وَجَدَ / يَجِدُ / وُجُوداً
Ready	مُسْتَعِدٌّ، جَاهِزٌ(Adj SM)
To proceed to, to head towards	تَوَجَّهَ / يَتَوَجَّهُ / تَوَجُّهًا(إِلَى)
Towards	نَحْوَ (Adv. of place)
Dear	عَزِيْزٌ (Adj SM) أَعِزَّاءُ
To celebrate	إِحْتَفَلَ / يَحْتَفِلُ / إِحْتِفَالاً(ب)
To congratulate	هَنَّأَ / يُهَنِّئُ / تَهْنِئَةً
To wish	وَدَّ / يَوَدُّ / وُدًّا
Future	مُسْتَقْبَلٌ
To request	رَجَا / يَرْجُو / رَجَاءً
Word	كَلِمَةٌ (SF)كَلِمَاتٌ (P)
Comprehensive	شَامِلٌ(Adj. SM)

Advice	نَصِيحَةٌ (SF) نَصَائِحُ (P)
To give lesson, to take (class)	أدَارَ/ يُدِيْرُ/ إدَارَةً (دَرْساً)
To become	أصْبَحَ/ يُصْبِحُ/ إصْبَاحاً
To welcome	رَحَّبَ/ يُرَحِّبُ/ تَرْحِيْبًا(بِ)
To second; to support	أيَّدَ/ يُؤَيِّدُ/ تأيِيْداً
To grab; to seize (opportunity)	إغْتَنَمَ / يَغْتَنِمُ / إغْتِنَاماً
Opportunity	فُرصَةٌ (SF) فُرَصٌ (P)
To thank	شَكَرَ / يَشْكُرُ/ شُكْراً
To attend; to be present	حَضَرَ/ يَحْضُرُ/ حُضُوراً
To be found	وُجِدَ/ يُوْجَدُ/ وُجُودًا
Except	إلاّ/ غَيْر
Programme	بَرْنَامَجٌ (SM) بَرَامِجُ (P)
To allocate	خصّصَ يُخصّصُ/ تَخصِيْصاً
To enable	مَكّنَ/ يُمَكّن/ تَمْكِيْناً
Regularity	إنْتِظَامٌ
Punctuality	مُوَاظَبَةٌ
Effort	مُحَاوَلَةٌ (SF) مُحَاوَلاتٌ (P)
Sincere	مُخلِصٌ (Adj SM)
To realise; to achieve (goal)	حَقَّقَ /يُحَقِّقُ/ تَحقِيْقاً
Goal	هَدَفٌ(SM) أهْدَافٌ (P)
To be sufficient	كَفَى/ يَكْفِي/ كِفَايَةً
Inception	بِدَايَةٌ (SF) بِدَايَاتٌ (P)
To clean	نَظَّفَ/ يُنَظِّفُ/ تَنْظِيْفًا
To decorate	زَيَّنَ/ يُزَيِّنُ / تَزْيِيناً
Calss	فَصْلٌ (SM) فُصُولٌ (P)
Private; characteristic	خُصُوصِيَةٌ (SF) خُصُوصِيّاتٌ (P)

Teacher	مُدَرِّسٌ(SM) مُدَرِّسُونَ (P)
Sick	مَرِيضٌ (SM) مَرْضَى (P)
Dress; uniform	زِيٌّ(SM) اَزْيَاءٌ (P)
School (pertaining to)	مَدْرَسِيّ (Adj. SM)
To send back, to return	اَعَادَ/ يُعِيدُ/ إِعَادَةً، رَجَّعَ / يُرَجِّعُ/ تَرْجِيعاً
Peon	فَرَّاشٌ(SM) فَرَّاشُوْنَ (P)
Staff	عَامِلٌ (SM)عُمَّالٌ (P)
Finally	نِهَائِياً
To ask; to request	طَلَبَ/ يَطْلُبُ/ طَلَباً
Of, about	حَوْلَ/ عَنْ
General knowledge; General information	مَعْلُومَاتٌ عَامَّةٌ
To answer	اَجَابَ / يُجِيبُ/ إِجَابَةٌ
Question	سُؤَالٌ (SM) اَسْئِلَةٌ (P)
Happy	مَسْرُورٌ (SM) مَسْرُورُونَ، سَعِيدٌ (SM) سُعَدَاءُ (P)
(Grass) pasturage	عُشْبٌ
Performance	اَدَاءٌ (SM) اَدَاءَاتٌ (P)
Strange; wonderful	عَجِيبٌ، غَرِيبٌ (Adj. SM)
If	إذا، إنْ
To need; to want	احْتَاجَ/ يَحْتَاجُ/ إِحْتِيَاجاً
Hurry	عَجَلَةٌ/ سُرْعَةٌ
In need of	مُحْتَاجٌ إِلَى
Sociology	عُلُومُ الإجْتِمَاعِ
Well-known	مَعْرُوفٌ
To search (for), to look for	بَحَثَ/ يَبْحَثُ (عن)
Catalogue	فِهْرِسٌ (SM) فَهَارِسُ(P)
Classified	مبوّب

To copy; to note down	اِسْتَنْسَخَ/ يَسْتَنْسِخُ/ اِسْتِنْسَاخاً
Department; section	قِسْمٌ (SM) أَقْسَامٌ (P)
As per, according to	طِبْقاً لِ/ وَفْقاً لِ
Written	مَكْتُوبٌ
Recorded; written	مُسَجَّلٌ/ مَكْتُوبٌ
To waste	أَضَاعَ/ يُضِيعُ/ إِضَاعَةً
Exercise; training	تَدْرِيبٌ (SM) تَدْرِيبَاتٌ (P)
To accompany	رَافَقَ/ يُرَافِقُ/ مُرَافَقَةً
To make tired	أَتْعَبَ/ يُتْعِبُ/ إِتْعَاباً
Empty handed	صِفْرُ الْيَدَيْنِ
To determine (upon)	صَمَّمَ/ يُصَمِّمُ (عَلَى)
To ring	رَنَّ/ يَرِنُّ/ رَنَّةً
Bell	جَرَسٌ (SM) أَجْرَاسٌ (P)
Study/ Study room	غُرْفَةُ الدِّرَاسَةِ
To tap, to rap, to knock, to ring	دَقَّ/يَدُقُّ/ دقًّا
The bell rang	دَقَّ الْجَرَسُ
To gesture, to beckon	أَوْمَأَ/ يُومِئُ/إِيمَاءَةً
To inform	بَلَّغَ/ يُبَلِّغُ/ تَبْلِيغًا
Drawing room	غُرْفَةُ الإِسْتِقْبَالِ
To answer, to reply	رَدَّ/يَرُدُّ/ رَدًّا
To be lucky	تَوَفَّقَ/ يَتَوَفَّقُ/ تَوَفُّقًا
To fall, to be situated	وَقَعَ/ يَقَعُ/ وُقُوعًا
Vice chancellor	مُدِيرُ الْجَامِعَةِ
Concerned people	اَلشَّخْصُ الْمَعْنِيُّ/الأَشْخَاصُ الْمَعْنِيُّونَ
Warden of the hostel	مُرَاقِبُ الدَّاخِلِيَّةِ
To reassure	طَمْأَنَ/ يُطَمْئِنُ
Zoological garden	حَدِيقَةُ الْحَيَوَانَاتِ

Courtesy smile	إِبْتِسَامَةُ الْمُجَامَلَةِ
Guide	دَلِيلٌ / دَلِيلُونَ
To guide, to conduct	أَرْشَدَ / يُرْشِدُ / إِرْشَادًا
Systematically	بِشَكْلٍ تَرتِيبِي
Senior employee	مُوَظَّفٌ كَبِيرٌ
To instruct, to give instructions	أَعْطَى / يُعْطِي تَعْلِيمَاتٍ
Out of curiosity	عَلَى سَبِيلِ الْفُضُولِ
Companion	مُرَافِقٌ (SM) مُرَافِقُونَ (P)
Cub	شِبْلٌ (SM) أَشْبَالٌ (P)
To be suspicious, to suspect	تَشَكَّكَ / يَتَشَكَّكُ / تَشَكُّكًا
To approach	إِقْتَرَبَ / يَقْتَرِبُ / إِقْتِرَابًا (مِنْ)
In affection	إِظْهَارًا لِلْحُبِّ
To lift	رَفَعَ / يَرْفَعُ / رَفْعًا
Pair, spouse	زَوْجٌ / أَزْوَاجٌ
To be angry	غَضِبَ / يَغْضَبُ / غَضَبًا
Furious, angry	غَاضِبٌ
With great difficulty	بِصُعُوبَةٍ كَبِيرَةٍ
To remove, to drive away	أَبْعَدَ / يُبْعِدُ / إِبْعَادًا
To take out	أَخْرَجَ / يُخْرِجُ / إِخْرَاجًا
To stop	تَوَقَّفَ / يَتَوَقَّفُ (عن)
To mourn	نَدَبَ / يَنْدُبُ / نَدْبًا
In (the state of) mourning	فِيْ حَالَةِ نَدْبٍ
To feed, to suck (at mother's breast)	رَضِعَ / يَرْضَعُ / رَضْعًا
To nurse, to suckle	أَرْضَعَ / يُرْضِعُ / إِرْضَاعًا
In a few days time	فِيْ أَيَّامٍ
One by one, one after the other	وَاحِداً بَعْدَ وَاحِدٍ

LESSON — 30 الدرس — ٣٠

Verb For Mixed Plurals And Adverbs
الفعل للجموع المختلطة والظروف

English	Arabic
The boy students and the girl students	الطلابُ والطَّالِبَاتُ
were waiting for the teacher.	كانوا يَنْتَظِرُونَ لِلْمُدَرِّسِ.
The bell rang. The teacher opened	رَنَّ الْجَرسُ. فَتَحَ الأستاذُ
the door gently and entered	الْبَابَ بِهدُوءٍ ودخَلَ
the room gracefully.	الغرفةَ بوَقَارٍ .
The (boy and girl) students got up	قَامَ الطلاَّبُ وَالطَّالِبَاتُ
as a mark of respect for him.	اِحْتِرَامًا لَه.
Then they sat on the chairs	بَعْدَ ذَلِك جَلَسُوا عَلَى الْكَرَاسِي
calmly and put	صامِتِيْنَ وَ وَضَعُوا
their satchels infront of them.	حَقَائِبَهُمْ أمَامَهُم.
After that each student tookout	بَعدَ ذلِكَ اخْرَجَ كُلَّ طَالِبٍ
his book from his satchel silently	كِتابَهُ مِنْ حَقِيْبَتِهِ سَاكِتًا
and opened it on the lesson of the day	وفَتحَه عَلَى دَرْسِ الْيَومِ
carefully.	بِاحْتِرَاسٍ.
The teacher took a book and a piece	أخَذَ المُدَرِّسُ كتاباً و قطعَةً
of chalk. He walked to the	من الطَّباشِيرِ وَمَشَى نَحْوَ
blackboard slowly.	السَّبُّورةِ بِبُطءٍ.
He started writing on the blackboard	بَدَأ يَكْتُبُ عَلى السَّبُّورة
difficult words with their meanings.	الْكَلِمَاتِ الصَّعْبَةَ مَعَ مَعَانِيْهَا.
Then he explained the lesson	بَعْدَ ذلك شَرحَ الدرسَ
in simple words.	بِكَلِمَاتٍ سَهْلةٍ.

The teacher closed the book	أَغْلَقَ الأُستاذُ الكِتَابَ
and returned it to its owner.	وَ رَجَّعَهُ إلَى صَاحِبِهِ.
Then he cast a look at the class	ثُمَّ أَلْقَى نَظْرَةً عَلَى الْفَصْلِ
and asked them about the homework.	وَ سَأَلَهُم عَنِ الْوَاجِبِ الْمَدْرَسِى.
All the boy students	قَدَّمَ جميعُ الطُّلَّابِ
and the girl students	وَالطَّالِبَاتِ
gave their notebooks to the teacher.	كُرَّاساتِهِم لِلأُسْتَاذِ.
The teacher took the notebooks	أَخَذَ الأُستاذُ الكُرَّاسَاتِ
and said with a smile:	وَقَالَ بابْتِسَامَةٍ:
My children, you are	أَوْلَادِىْ، أَنتُمْ
hardworking students.	طُلَّابٌ مُجْتَهِدُونَ .
Next time you all shall write	فِى الْمَرَّةِ الْقَادِمَةِ سَوفَ تَكْتُبُونَ
an essay on historical monuments	مقَالاً فِى الآثَارِ الْقَدِيْمَةِ
in Delhi.	فِى دِلْهِى.
Then he left for another class.	بَعْدَه خَرَجَ لِفَصْلٍ آخرَ.

Grammar:

As explained earlier, the verbs in Arabic have to agree with their subjects in number and gender.

This you have seen in examples separately set for masculine and feminine gender nouns. But what shall obtain in case of a mixed plural subject?

In this case the masculine element of a mixed plural subject dominates. In other words the verb in such cases will be of masculine gender. For example you want to say that: Shankar, Asha and Usha went to see a film.

This would be expressed in Arabic as follows:

ذَهَبَ شَنْكَر وَآشَا وَأُوْشَا لِمُشَاهَدَةِ فِلْم

You can see that the verb used for this mixed plural subject is that we normally use with a masculine subject.

Where the verb for such mixed plural subject has to be used after the subject, in that case not only that it will be masculine but it will also have to agree with the subject in number.

For example:

شنكر و آشا و أُوشا ذَهَبُوا لِمُشَاهَدَةِ فِيْلَم.

Preposition in Arabic is called حرف الجر i.e. Ḥarf al-Jarr. This particle or preposition causes ***kasrah*** to the terminal letter of the noun it precedes. Such a noun is called مجرور i.e. in the genitive case. This point has also been discussed earlier in detail.

The English adverb of place or adverb of manner etc. can be expressed in Arabic with a preposition preceding the noun.

For example:

The teacher opened the door calmly. — فَتَحَ الأُسْتَاذُ الْبَابَ بِهُدُوءٍ.

Adverbs in Arabic are generally expressed with the noun in the accusative case. For example:

The students stood respectfully for him — قَامَ الطُّلَّابُ احْتِرَاماً لَه .

I will visit you in the evening. — اَزُورُكَ مساءً.

He came almost running — جاءَ مُهَرْوِلاً.

He entered the room smilingly. — دَخَلَ الغُرْفَةَ مُبْتَسِمًا

Let me further explain to clarify that adverbial meaning for indicating manner is expressed mostly by placing the noun—verbal or infinitive form of the verb—in the accusative case. Verbal noun in this case may be singular or dual or plural according to the contextual requirement. However, this infinitive form of the verb shall always be singular.

Let us see the following examples:

The boy entered the room smilingly. — (٢) دَخَلَ الوَلَدُ الغُرْفَةَ مُبتَسِمًا.

The (two) boys entered the room smilingly. — (٣) دَخَلَ الوَلَدانِ الغُرفَةَ مُبْتَسِمَيْنِ.

The boys entered the room smilingly. — (٣) دَخَلَ الاولَادُ الغُرْفَةَ مُبْتَسِمِينَ.

In the preceding examples مُبتَسِمٌ is a verbal noun (active participle) and

hence, as explained in the foregoing, it is being used as adverb in the accusative case in singular, dual & plural.

Examples with infinitive form of the verb:

The boy got up respectfully (i.e. out of respect) for the teacher.	(١) قَامَ الوَلَدُ إحتِرامًا للمُدرِّسِ
The (two) boys got up respectfully (i.e. out of respect) for the teacher.	(٢) قامَ الوَلَدان إحتِرامًا للمُدرِّسِ.
The boys got up respectfully (i.e. out of respect) for the teacher.	(٣) قام الأوْلَادُ إحْتِرامًا لِلمُدرِّسِ.

It may also be borne in mind that there are certain adverbs which function exactly like the prepositions. For example:

Above	(Adv. of place) فوق
Under	(Adv of place) تَحْتَ
Behind	(Adv. of place) وَرَاءَ
Infront of	(Adv. of place) أمامَ

These adverbs as above and more like them cause Kasrah to the terminal letter of the noun they precede.

-Adverb of manner is known in Arabic as الحال.

-Adverb of time is known in Arabic as ظرف الزمان

-Adverb of place is known in Arabic as: ظرف المكان

Exercises:

Translate into Arabic:

One day I got up early in the morning. In fact it is not my habit to get up early. Normally I go to sleep very late in the night, say one O'clock or two O'clock when I have a lot of work, but in any case never before mid-night. I have been having this habit since I joined a college in Delhi and started my hostel life. During my hostel life I used to keep awake till very late preparing my lessons or doing my home assignment. This continued for complete five years during which period I completed my B.A. & M.A.

degrees. And now when I am no more a student, this old habit still persists with me. I have always known that early sleeping and early rising is good for health but my very sincere attempts at giving up this old habit have failed.

2. Translate into English:

فِي الأُسْبُوعِ الْمَاضِيْ أُقِيْمَتْ الْحَفلَةُ الرِّيَاضِيَّةُ فِي كُلِّيَّتِنَا. كَانَتْ كُلِّيَّتُنَا مَزْدَحِمَةً مُنْذُ وقتٍ مُبكِّرٍ فِي الصَّبَاحِ. قَدِمَ الطُّلاَّبُ الْمُشْتَرِكُونَ فِي مُخْتَلَفِ الفعَالِيَّاتِ مُبَكِّرِيْنَ حَتَّى يَأْخُذُوا الاستِعْداد لِلْمشَارِكَةِ حَسْبَ تَعْلِيمَاتِ الْمُدَرِّسِ الرِّيَاضِي. قَدِمَ الْمُدَرِّسُ الرِّيَاضِي اَيْضاً مُبَكِّراً. كَان من الْمُقَرَّرِ أنْ تَبْدَا اَعْمَالُ الْحفلَةِ فِي السَّاعَةِ الْعَاشِرَةِ تَمَاماً. بَدَأَ الطُّلاَّبُ وَالطَّالِبَاتُ وَالْمُدَرِّسُون وَالْمُدَرِّسَاتُ يَصِلُونَ الْكُلِّيَّةَ حَوَالَى السَّاعَةِ التَّاسِعَةِ وَالنِّصْفِ. كَانَ الطُّلاَّبُ وَالطَّالِبَاتُ لابِسِيْن أَحْسَنَ اَزْيَائِهِمْ وَ يَمْشُونَ هُنَا وَ هُنَاك وَيَتَمَازَحُون فِيْمَا بَيْنَهُم مُبْتَسِمِيْنَ وَمُبْتَهِجِيْنَ. وَصَلَ مُدِيْرُ الْكُلِّيَةِ فِي السَّاعَةِ الْعَاشِرَةِ إلاَّ الرُّبْعِ. ذَهَبَ المدرِّسُونَ وَالْمُدَرِّساتُ مُهَرْوِلِين الَى بَوَّابةِ قاعة الْحَفلَةِ وَاستقبلُوهُ مُرَحِّبِيْنَ بِهِ وَ ملوِّحِيْنَ له أغصَانَ الْوَرْدِ. دَخَلَ المديرُ قَاعَةَ الحَفْلَةِ و قام الحاضِرُونَ مِنَ الطُّلاب وَالطَّالباتِ وَالضُّيوفِ اِحْتِراماً لَه. جَلَسَ المديرُ حتَّى النِّهايَةِ وَبَعْدَها اَلْقى خِطَابًا وَجِيْزًا مُقَدِّرًا المجهوداتِ المَبْذُوْلَةَ مِنَ الاَسَاتذةِ وَالطُّلابِ لِاِنْجاحِ الْحَفْلَةِ. ثُمَّ وَزَّع الجَوَائِزَعلَى النَّاجِحِيْنَ والنَّاجِحَاتِ فِي مُختَلَفِ الْفَعَالِيَّاتِ. ثُمَّ غادَرَ الْجَمِيْعُ الكلِّيَّةَ مَسْرُورِيْن قبلَ السَّاعةِ السابعةِ مساءً. إنَّ الطلابَ والطالباتِ الذينَ يَسكُنونَ فى الدَّاخليةِ فَهُم تَأَخَّروا قلِيْلاً مَعَ المُدَرِّسِ الرِّيَاضِي وَالْفَرَّاشِيْنَ لِاِعَادَةِ الاَثَاثِ والاَشْيَاءِ الأُخرىٰ داخلَ الكُلِّيةِ.

3) Pick out all adverbs from the lesson & the exercises & use them in sentences of your own.

Vocabulary:

Habit	عَادَةٌ (SF) عَادَاتٌ (P)
Normally	عَادَةً (Adv)
Very	جدًا (Adv. of manner)
Late, Delay	تأخيرٌ (NM)
When	متى
I have	عِندى

In any case	على كلّ حالٍ
Ever, always (also often used for never)	أبدًا
Before	قَبْلَ
Mid-night	نصف اللَّيْل
Since	مُنْذُ
To join	اِلتحق / يَلْتَحِقُ / إلْتِحَاقًا
Life	الحَيَاةُ
Hostel	داخِلِيةٌ
During	خِلَالَ
To prepare	أعَدَّ / يُعِدُّ / إعدادًا
Home assignment	الوَاجِبُ المَدْرَسِيُّ
To continue	واصلَ / يُواصِلُ / مُواصَلَةً
To complete	أكمَلَ / يُكْمِلُ / إكمَالاً
B. A.	بكالُورْيُوس
M. A.	مَاجِسْتِير
Degree	شَهَادَةٌ (SF) شهاداتٌ(P)
To remain	بَقِيَ / يَبْقَى / بَقَاءً
Health	صِحَّةٌ
Useful, good	مُفِيدٌ
Sincere	مُخْلِصٌ
Attempt, effort	مُحَاوَلَةٌ (SF) مُحاولاتٌ (P)
To give up	تَرِكَ / يَتْرُكُ / تَرْكًا
To fail (in exam)	رسبَ / يرسُبُ / رُسُوباً
To fail (in doing s. th. or in exam)	فَشِلَ / يَفْشَلُ / فَشَلاً
Suddenly	فَجْأةً

LESSON — 31 الدرس — ٣١

Passive Voice verb الفعل المجهول

Kana + Past Tense كَان + الماضي

Kana+ Present Tense كَان + المضارع

We lived in a village	كُنّا نَعِيْشُ فِيْ قَرْيَةٍ
beside a jungle.	عَلَى كَثَبٍ مِنْ غَابَةٍ .
There lived in this jungle	عَاشَ فِي هٰذِهِ الْغَابَةِ
beasts of prey.	حَيَوَانَاتٌ مُفْتَرِسَةٌ .
There was a lion also. The lion used	كَانَ هُنَاكَ أَسَدٌ أَيْضاً. كَانَ الأَسَدُ
to come to our village every night.	يَأْتِي إِلَى قَرْيَتِنَا كُلَّ لَيْلَةٍ.
The village-residents were afraid	كَانَ سُكَّانُ الْقَرْيَةِ خَائِفِيْنَ
of this lion because this lion	مِنْ هٰذَا الأَسَدِ لِأَنَّ هٰذَا الأَسَدَ
had killed a boy.	كَانَ قَتَلَ وَلَداً.
The village-residents called a hunter	طَلَبَ سُكَّانُ الْقَرْيَةِ صَيَّاداً
to kill it.	لِقَتْلِه.
The hunter sat in a dark place	جَلَسَ الصَّيَّادُ فِي مَكَانٍ مُظْلِمٍ
one night.	ذَاتَ لَيْلَةٍ.
The lion came as usual	قَدِمَ الأَسَدُ كَعَادَتِهِ
and the hunter fired a shot at the lion.	وَأَطْلَقَ الصَّيَّادُ طَلْقَةً عَلَى الأَسَدِ.
The lion was killed and the lion's dead	قُتِلَ الأَسَدُ وَ حُمِلَتْ
body was carried to the house	جُثَّةُ الأَسَدِ إِلَى بَيْتِ
of the village chief	رَئِيسِ الْقَرْيَةِ
and a cash prize was presented (given)	وَ قُدِّمَتْ جَائِزَةٌ نَقْدِيَّةٌ
to the hunter.	لِلصَّيَّادِ

Grammar:

We have seen that when كان is followed by a verbal noun in the accusative case as its predicate, it gives the meaning in past continuous. For example:

The boy was sitting. كان الولد جالساً

When the verb كان is placed before a past tense verb, it changes the meaning into the past perfect. For example: ذَهَبَ means: he went; but if we say كان ذهبَ, then it would mean: he had gone. In this form of the verb the verb كان may immediately be followed by the second verb. However in Arabic it is preferable that كان should be followed by the subject and then the second verb should be placed. For example:

The boy had killed the lion كَانَ الوَلَدُ قتَلَ الأسدَ

If the object is a linkable pronoun then the construction order shall change slightly, e.g.

The teacher had beaten him. كان ضربه الأُستاذ.

In the sentence above the verb كَانَ is followed by the second verb ضَرَبَ followed by linkable pronoun which plays object and finally the overt subject.

If the verb كَانَ is placed before the present indicative verb, then in this case the meaning of the verb indicates habit or a continuous process in the past. For example the verbيَذهب means: he goes; but if we say: كَانَ يَذْهَبُ , it would mean; he used to go. Similarly يَسْكُنُmeans "he lives" but كَانَ يَسْكُنُ would means "he lived" or "he used to live" which meaning indicates a continuous process of living in the past.

Passive Voice Verb: صيغة الفعل المجهول

Always a verb is either intransitive or transitive. An intransitive verb requires at least a subject and a transitive verb requires at least a subject and an object to make a complete meaningful sentence.

Passive voice can not be made from intransitive verbs. Passive voice cannot be made from reflexive verbs.

Passive voice is made from the transitive verbs.

Passive voice is sparingly used in Arabic. It is very simple to change a transitive verb into passive voice.

i) The first letter of a verb is given a *ḍammah*.

ii) The penultimate letter is given a *kasrah* in the case of the past tense verb and in the case of present imperfect verb the penultimate letter is given a *fatḥah*.

iii) The terminal letter retains original diacritical mark which is Fatḥah in the case of the past tense verb and ḍammah in the case or the present tense verb.

Example:

Past tense active voice		Past tense passive voice	
He killed	قَتَلَ	He was killed	قُتِلَ
He carried	حَمَلَ	He was carried	حُمِلَ
He presented	قَدَّمَ	He was presented	قُدِّمَ

(iv) In certain derived verbs i.e. forms of verbs derived from triliteral verbs not only that the first letter/ syllable is given a *ḍammah* but the second syllable is also given a *ḍammah*.

Example:

He received	إسْتَقْبَلَ	He was received	أُسْتُقْبِلَ
He exceeded	تَجَاوَزَ	He was exceeded	تُجُووِزَ
Present tense active voice		**Present tense passive voice**	
He kills	يَقْتُلُ	He is killed	يُقْتَلُ
He carries	يَحمِلُ	He is carried	يُحْمَلُ
He exceeds	يَتَجَاوَزُ	He is exceeded	يُتَجَاوَزُ
He receives, he welcomes	يَسْتَقْبِلُ	He is received/ He is welcomed	يُستَقْبَلُ

All passive voice verbs in past and present are conjugated similarly as in the

active voice. For sample conjugation please see appendix.

In the case of active voice verb, the verb takes object beside the subject. We have known that the subject takes ḍammah and the object takes *Fatḥah*. For example:

The boy killed the lion قَتَلَ الْوَلَدُ الأَسَدَ

In the sentence above the subject الولد takes ḍammah and الأَسَدَ which is the object terminates with Fatḥah.

However, in the case of passive voice, the subject does not make physical appearance in the sentence. It is the object which figures in the sentence. In this case, the object is given ḍammah and it is known in Arabic Grammar terminology as agent of the subject (نائب الفاعل). It is worth pointing here that in English also only the object appears and the subject is not mentioned. It is only understood from the context. For example, we say in English:

The lion was killed.

It would be seen that in the sentence above the suject is nowhere mentioned. So also in Arabic we would say:

The lion was killed قُتِلَ الأَسَدُ

Here also we mention only the object and give it ḍammah. as explained earlier.

Theoretically speaking, we can render all the transitive verbs into the passive voice. However, all verbs are not used in passive voice. Specially for the humanbeings the Arabic passive verb is used sparingly and it is used only in such places where there is no escape from it.

Besides, there is another way of giving expression to the passive without taking recourse to the actual passive verb. We use for this purpose the verb تَمَّ followed by the infinitive form of the verb in the nominative case as shown hereunder:

A solution to the problem has been found. تَمَّ إِيْجَادُ حَلٍّ لِلْمُشْكِلَةِ .

The Conference will be held — سَيَتِمُّ عَقْدُ الْمُؤتَمَرِ
in Geneva next month. — فِيْ جِنِيْف الشَّهْرَ الْقَادِمَ.

In this kind of sentences the infinitive form of the verb and the noun governed by it shall be placed in construct position i.e. مضاف/ مضاف اليه. The infinitive verb concurrently plays the role of subject and hence it would take ḍammah while the noun governed by it shall have *kasrah*.

In passive voice the expression "by" is very often used in English, e.g.

The glass was broken (by) a worker. The meaning of (by) in the Arabic passive voice is expressed by using (مِنْ). For example in Arabic we would say:

The glass was broken by a worker — كُسِرَ الزُّجاجُ مِن عَامِلٍ

Period of time or point of time مُدَّةُ الزَّمَنِ اَو نُقْطَةُ الزَّمَنِ

I have been working in this factory (for) — اعملُ فِي هَذَا الْمَصْنَعِ
the past twenty years. — (منذُ) عِشْرِيْنَ عَاماً اَلْمَاضِيَةِ.

In the sentence above (for) is used to indicate period of time which is expressed by using (مُنذُ) in Arabic.

I have been working in this factory — اَعْمَلُ فِي هَذِهِ الْمَصْنَعِ
(since) 1990. — (مُنْذُ) اَلْفٍ وَتِسْعِمِاْةٍ وَ تِسْعِينَ.

In the foregoing sentence (since) is used to indicate point of time which is expressed by using (مُنْذُ) in Arabic.

In Arabic both (1) period of time and (2) point of time, are expressed by using (مُنْذُ) . We can also use only (مِنْ) in both these cases, e.g.

(١) أَعْمَلُ فِي هَذَا الْمَصْنَعِ مِنْ عِشْرِيْنَ عَاماً

(٢) اَعْمَلُ فِي هَذَا الْمَصْنَعِ مِنْ عَامِ اَلْفٍ وَ تِسْعِمِاْةٍ وَتِسْعِيْنَ

Exercises:

1. Translate into Arabic:

(a) A dinner-party was held when the son of a big businessman passed in

his B.A. examination. Many big people were invited to the party. The house of the businessman was decorated lavishly. The street was swept and washed. The carpets were spread and the chairs and the tables were arranged properly. The guests were received warmly and seated at proper places. They were offered the best kinds of food and drink.

(b) (1) I had seen this film last week also.
(2) Had he gone to meet his relatives there?
(3) I used to wish him every day.
(4) She lived in this house two years ago.
(5) The elephant had been killed with gun.
(6) He will be punished for his misbehaviour.
(7) They will be trained before they are sent abroad.
(8) He is being punished for his negligence.

2) Rewrite the following sentences correctly after replacing the verbs of active voice with those of the passive voice:

1 أَخْرَجَ الأُسْتَاذُ الْكِتَابَ وَ بَدَأَ التَّدْرِيْسَ.
2 كَتَبَ حَامِدٌ إلَيْنَا رِسَالَةَ الأُسْبُوعَ المَاضِى.
3 إسْتَقْبَلَ وَزِيْرُ خَارِجِيَّةِ الهِنْدِ رَئِيْسَ الوُزَرَاءِ البَاكِسْتَانِى.
4 قَتَلَ الصَّيَّادُ عَدَداً كَبِيْراً مِنَ الْحَمَامِ.
5 اَنْفَقَتِ الْحُكُومَةُ اَمْوَالاً كَثِيْرَةً عَلَى بناءِ هَذِهِ الْعِمَارَةِ.
6 فَتَحَ الفَرَّاشُ الاَبْوابَ وَالشَّبَابِيْك.
7 أَصْلَحَتْ الْوِرْشَةُ سَيَّارَتِى قَبْلَ يَوْمَيْن.
8 سَرَقَ اللُّصُوصُ أمْوالاً كَثِيرَةً مِنْ هَذَا الْبَنْكِ.
9 قَدَّمَ لِىْ صَدِيْقِى هذا القَامُوسَ.
10 كَسَرَ ابْنِى هذه الطَّاوِلَةَ قَبْلَ يَوْمَيْنِ اَو ثَلاَثَةِ أيَّامٍ.

Translate into English:

خَرجَ الطُلَّابُ مِن مُخْتَلَفِ المَعَاهِدِ التَّعْلِيمِيَّةِ فِى تَظاهُرَةٍ ضِدَّ تَوصِيَاتِ لَجْنَةِ مَانْدَال حَولَ حَجْزِ الْوَظَائفِ فِى الْمَكَاتِبِ الْحُكُومِيَّةِ لِلْمُتَخَلِّفِينَ وَ ذَهَبُوا إلَى مَبْنى الْبَرْلِمَانِ فِى مَوْكِبٍ ضَخمٍ. إجْتَمَعَ الطُّلَّابُ يُظْهِرُونَ عَدَمَ رِضَاهُمْ باللُّجُوءِ اِلَى أعْمَالِ الْعُنْفِ. فَأُلقِيَتْ الحِجَارَةُ عَلَى

السَّيَّاراتِ و مَبْنَى البَرلِمَانِ وَ كَذٰلِكَ اُحْرِقَتْ سَيَّارَةٌ حُكُومِيَّةٌ وَسَيَّارَاتٌ عُمُومِيَّةٌ. وَ بِالنَّتِيجَةِ اُجْبِرَتِ الشُّرْطَةُ على إطْلَاقِ النَّارِ عَلَى المُحْتَشِدِيْنَ من الطُّلابِ. قُتِلَ طالبٌ بِالْمَوقِعِ و جُرِحَ عددٌ كَبِيْرٌ مِنْهُم. و كَذٰلِكَ اُلْقِيَ القَبْضُ عَلَى عَددٍ مِّن الْمُحْتَجِّيْنَ مِنَ الطُّلابِ.

4) Separate all the passive voice verbs from the foregoing paragraph and use them in sentences of your own.

Glossary:	الكلمات العسيرة:
Dinner	عَشَاءٌ
Party	حَفْلَةٌ (SF) حَفلَاتٌ (P)
A dinner party	حَفْلَةُ عَشَاءٍ
To hold (a party)	أقَامَ/ يُقِيمُ/ إقَامَةً
He held (organised) a party.	أقَامَ حَفْلَةً
When	مَتَى
To pass (examination)	إجْتَازَ/ يَجْتَازُ/ إجْتِيَازًا
Examination	إمْتِحَانٌ (SM) إمتحانَاتٌ(P)
B. A.	بَكَالُورِيُوس
Many	عَدَدٌ (مِنْ)
To invite	دَعَا/ يدعُو/ دَعْوَةً ، عَزَمَ/ يَعْزِمُ/ عُزُومَةً
To be invited	دُعِيَ/ يُدْعَى/ دَعْوَةً
To decorate	زَيَّنَ/ يُزَيِّنُ/ تَزْييناً
Lavishly	بِتَرفٍ
To sweep	كَنَسَ/ يَكْنِسُ/ كَنْساً
To wash	غَسَلَ/ يغسِلُ/ غُسلاً
Carpet	سَجَّادَةٌ (SF) سَجَاجِيْدُ(P)
To spread (bed/carpet)	نَشَرَ/ يَنشُرُ/ نَشْراً
To arrange	رَتَّبَ/ يُرَتِّبُ/ ترتِيْباً
Properly	بِشَكْلٍ مُناسِبٍ
To receive (s. o.), to welcome	إستَقبَلَ/ يَستَقبِلُ/ إسْتِقبَالاً

To receive (s. th.)	إستَلم/ يَستَلِمُ/ إستِلاماً
Warmly	بحَرَارَةٍ
Place	مَكَانٌ(SM) أمْكِنَةٌ (P)
Proper	مُناسِبٌ (Adj. SM)
To offer, to give	قَدَّمَ/ يُقَدِّمُ/ تَقْدِيماً
Kind	رَحِيمٌ (Adj. SM)
Food	طَعَامٌ (SM) اَطْعِمَةٌ (P)
Drink	مَشْرُوبٌ (SM) مَشْرُوْبَاتٌ (P)
To see (film etc)	شاهدَ/ يُشاهِدُ/ مُشَاهَدَةً
Film; movie	فِلْمٌ(SM) أفلام (P)
To wish, to love	اَحَبَّ/ يُحِبُّ/ مَحَبَّةً
Gun	بُنْدُقِيَّةٌ(SF) بنادِقُ
To punish	عَاقَبَ / يُعَاقِبُ/ مُعَاقَبَةً
Misbehaviour	سُوءُ السُّلُوكِ
To train	دَرَّبَ/يُدرِّبُ/ تَدْرِيباً
Abroad	خارِجَ الْبِلَادِ
Negligence	إهْمَالٌ
To neglect	أهمَلَ/ يُهْمِلُ/ إهْمَالاً
To appoint	عَيَّنَ/ يُعَيِّنُ/ تعييناً
Government	حُكُومَةٌ(SF) حُكُومَاتٌ(P)
Additional	إضَافِيٌّ(Adj. SM)
Guard, watchman	حَارِسٌ (SM) حُرَّاسٌ (P)
Sanctuary	حَرَمٌ
Mercilessly	بقَسَاوَةٍ
To shift (s. th.)	نَقَلَ/ يَنْقُلُ/ نَقْلاً
To clean	نَظَّفَ/ يُنَظِّفُ/ تَنظِيْفاً
Director: manager	مُدِيرٌ(SM) / مُدِيرُونَ(P)
Dining-table, table	مَائِدَةٌ (SF) مَوائِدُ (P)

To deliver, to handover	سَلَّمَ/ يُسَلِّمُ/ تَسْلِيْماً
Postman	سَاعِي الْبَرِيْدِ
Fruit seller	فَاكِهَانِي
Fruit	فَاكِهَةٌ (SF) فَوَاكِهُ (P)
To arrange in rows	صَفَّ/ يَصُفُّ/ صَفّاً
Tidily	بأنَاقَةٍ
Mirror	مِرْآةٌ/ مَرَايَا
Tree	شَجَرَةٌ(SF) شَجَرَاتٌ (P)
To call, to send for	أرْسَلَ/ يُرْسِلُ (لِ)/ إرْسَالاً
Factory	مَصْنَعٌ (SM) / مَصَانِعُ
Position (job)	وَظِيْفَةٌ (SF) / وَظَائِفُ
Vacant	شَاغِرٌ(Adv. SM)
Vacancy	شَاغِرَةٌ (SF) / شَواغِرُ (P)

LESSON — 32 الدرس — ٣٢

Vocatives, Interrogatives, Weak Verbs
أدَوَاتُ النِّداء، أدواتُ الإستِفهام، الافعال الناقصةِ

Hamid is a studious & serious student.	حامدٌ طالبٌ مُجْتَهِدٌ وَ جِدّيٌّ .
All (boy & girl) students love him,	يُحِبُّهُ جَمِيْعُ الطُّلاَّبِ وَ الطَّالِبَاتِ
and the teachers also love him.	وَ الْاَسَاتِذَةُ أيْضاً يُحِبُّونَه.
Once it happened that he absented (himself)	حَصَلَ مَرَّةً أنَّهُ غَابَ
from the school for two days.	لِيَوْمَيْنِ عَنِ الْمَدْرَسَةِ.
His classmates wanted to go	وَدَّ زُمَلاَؤُهُ الذَّهَابَ
to him in order to know the reason	إلَيهِ لِيَعْرِفُوا السَّبَبَ
for his absence.	لِغِيَابِهِ.
On the third day of his absence	فِي الْيَومِ الثَّالِثِ لِغِيَابِهِ
they went to his house after the school.	ذَهَبُوا إلَى بَيْتِهِ بَعْدَ الْمَدْرَسَةِ.
They found him at home. However, he	وَجَدُوْهُ فِي الْبَيْتِ. وَلٰكِنَّهُ
appeared tired.	بَدَا مُتْعَباً .
Some of them asked him:	فَسَألَهُ بَعْضُهُمْ:
O' Hamid, what happened to you?	يَا حَامِدُ مَاذَا حَصَلَ بِكَ؟
You have not been attending the school for	لاَ تَحْضُرُ الْمَدرَسَةَ
three days.	مُنْذُ ثَلاَثَةِ أيَّامٍ.
Hamid said: My friends,	قالَ حَامِدٌ: أصْدِقَائي،
I was sick.	كُنْتُ مَرِيْضًا.
I had gone with some of my relatives	كُنْتُ ذَهَبْتُ مَعَ بَعْضِ أقْرِبَائي
to the zoo three days ago.	الَى حَدِيْقَةِ الْحَيَوَانَاتِ قَبْلَ ثَلاثَةِ أيّامٍ.
It (the weather) was very hot.	كَانَ الْجَوُّ حَارًّا.
The winds were like fire and violent.	كَانَتِ الرِّيَاحُ مِثْلَ النَّارِ وَ شَدِيدَةً.

And in this heat we roamed about	وَفِي هٰذِهِ الْحَرَارَةِ تَجَوَّلْنَا
in the zoo from one cage	فِي حَدِيقَةِ الْحَيَوَانَاتِ مِنْ قَفَصٍ
to another and we continued walking whole	إِلَى قفصٍ وَ اسْتَمْرَرْنَا فِي الْمَشْيِ
day long.	طُولَ النَّهارِ.
We did not take rest at all.	لم نَسْتَرِحْ أبَدًا.
We became tired. Then in the evening	أصبحنا مُتعَبِينَ. ثُمَّ فِى المَسَاءِ
we returned to our house/ home.	رَجَعْنَا إِلٰى بَيْتِنَا.
I felt that I was extermely tired.	شَعَرْتُ بأنِّي كُنْتُ مُتْعَباً جِدًّا.
I did not eat anything.	لَمْ آكُلْ شيئاً.
I went to my bed early in the night.	ذَهَبْتُ إِلٰى سَرِيْرِى مُبَكِّراً باللَّيلِ.
I spent the whole night in fever.	انفقتُ طُولَ اللَّيلِ فِى الحُمَّى.
My people thought that I was tired	ظَنَّ أهْلِي أنِّي كُنْتُ مُتْعَبًا
and nothing (else).	وَ لَاشَئَ آخرَ.
But when they found me feverish in	ولكِنْ عِندَمَا وَجَدُونِى مَحْمُوْماً فِي
the morning also, they became worried and	الصَّبَاحِ أيْضاً، أصْبَحُوْا مُتفكِّرِينَ
called a doctor.	وَ دَعَوا دُكتُوْرًا.
The doctor examined me properly	فَحَصَنى الدُّكتُورُ جَيِّدًا
and said that I had a sun-stroke.	وَقَالَ إِنِّي مُصَابٌ بِضَرْبَةِ شمسٍ.
He gave me medicine and now	أعْطَانِي الدَّوَاءَ وَالآنَ
by God's grace I have improved greatly.	الحمد لِلّٰهِ تَحَسَّنْتُ كَثِيرًا.
In a day or two I will be all right .	فِي يَومٍ أوْ يَومَيْنِ سَوفَ أشْفِي.
The tea came and all of them drank tea.	جَاءَ الشَّاى وَكُلُّهُم شَرِبُوا الشَّاىَ.
Then they got up to leave wishing	ثُمَّ قَامُوْا لِلْخُرُوجِ مُتَمَنِّيْنَ
fast recovery for Hamid	الشِّفَاءَ السَّرِيعَ لِحَامِدٍ
and praying to God for his health.	وَدَاعِيْنَ اللّٰهِ لِصِحَّتِهِ.
Hamid thanked his friends	شَكَرَ حَامِدٌ أصدِقَاءَه
for their vistit	للزِّيَارَةِ
and bade them farewell saying:	وودَّعَهُم قَائِلاً:

See you, brothers/ friends.	اِلَى اللِّقَاء، إِخْوَانِي.
We shall meet, God so willing after	نَلتَقِي، إِنْ شَاءَ اللّٰهُ بَعْدَ
two days in the school itself.	يَومَينِ فِي الْمَدْرَسَةِ نَفْسِهَا.

Grammar:

Vocative:

Vocative in Arabic is called حرفُ النداء which literally means "particle for inviting attention of some one." The word used for this purpose in Arabic is يا which is equivalent of O' of the English language.

We hardly use this O' when we call some one. So also in Arabic. However, at places and particularly in the written Arabic we use this يا more often. يا is used before a noun or a pronoun.

Noun after this vocative will not take ال and it will be in the nominative case i.e. its terminal letter shall have *ḍammah* (only one *ḍammah*) for example:

O' boy	يا ولدُ
O' children	يا اولادُ
O' Hamid	يا حامدُ

Where for reasons we can not give a clear *ḍammah* to the noun, it shall be supposed to be having *ḍammah*. For example:

O' Usha	يا اوشا
O' Mala	يا مَالا
O' you	يَا هذا

Where the noun is in construct position with another noun, in that case the noun so adressed shall be in the accusative case i.e. the terminal letter of the first noun shall have a *Fatḥah*. For example:

O' street boy	يَا ولَدَ الشّارِع
O' school boys	يَا اولَادَالمدرسةِ

O' Abdullah يَا عبدَاللّٰه

Another popular vocative is أَيُّهَا for masculine and أَيَّتُهَا for feminine meaning the same as above. In this case the noun shall have ال. For example:

O' boy ايّها الولَدُ

O' boys أيُّهَا الاَولادُ

O' girl اَيَّتُهَا البِنْتُ

At places يَا and ايُّهَا/ اَيَّتُهَا may be combinedly used as follows:

O' boy يا ايُّها الولَدُ

O' girls يااَيَّتُهاالبناتُ

In case of the vocative اَيُّهَا and يَا ايُّهَا no noun or pronoun etc can be used in construct position. We have seen in earlier lessons that the Arabic language is very sensitive about the masculine and feminine genders. For example: if the subject is masculine, then the verb also has to be masculine etc. However, in the case of voctive the same (masculine) vocative can be used with all nouns irrespective of its gender and number.

Interrogatives:

Same is the case with interrogative pornouns. For example: مَا meaning "what" , مَنmeaning "who", will be used with all nouns irrespective of their number and gender saving only that مَا is used with objects other than humanbeings and مَن strictly and only with objects meaning humanbeings. For example:

What is this? مَا هٰذا؟

This is a book. هٰذا كِتابٌ.

This is a lion هٰذا أسَدٌ.

The same مَا هذا may be used for questioning about objects of feminine gender also unless otherwise we know for certainty that the object questioned about is a feminine gender noun where alone we shall useمَا هذه؟.

Following examples shall amply clarify the usage of مَن"who".

Who is he?	مَن هُو؟
Who is she?	مَن هِيَ؟
Who are you? (S.M.)	مَنْ أنْتَ؟
Who are you? (S.F.)	مَنْ أنْتِ؟
Who are they? (P.M.)	مَنْ هُم؟

هَلْ is also an interrogative pronoun which , when placed alone, does not have any meaning; However, when it is palced before a nominal sentence of positive sense, it renders it into question. For example هوولد means: he is a boy, but if we say؟هَلْ هُوَ وَلَدٌ, it would mean: Is he a boy?

When this هل is placed before a verbal sentence, in this case it has to be translated as : did, do, will & shall etc. in apposition to the tense of the verb. For example:

Did you go to the school?	هَلْ ذَهَبْتَ اِلَى الْمَدْرَسَةِ؟
Do you go to the school?	هَلْ تَذْهَبُ اِلَى الْمَدْرَسَةِ؟
Will you go to the school?	هَل سَتَذهَبُ اِلَى الْمَدْرَسَةِ؟

It is important to note that هَلْ is used only with the sentences of positive meanings where the answer may be given by نعم Yes or لا No.

There is another particle or interrogative pronoun which is called همزة الاستفهام i.e. Hamza for interrogation. It is used with the nominal and verbal sentences with the same meaning as above. For example:

Is he a boy?	أهُوَ وَلَدٌ؟
Did you go to the school?	أ ذَهَبْتَ اِلَى الْمَدْرَسَةِ؟

However, another quality of this أ is that it can be used with sentences of negative meanings also.

For example:

The boy is not sitting	لا يجلسُ الطالِبُ.
Is not the boy sitting?	ألَا يَجْلِسُ الطَّالِبُ؟
You did not go the school.	لَم تَذهبْ الَى الْمَدْرَسَةِ.

Did you not go to the school?	الَم تَذهَبْ اِلَى الْمَدرَسَةِ؟
Do you not go to the school? (Don't you go to the school?)	الا تَذهَبُ الَى الْمَدرَسَةِ؟

Another characteristic of أ is that it indicates choice. In other terms, where the answer can not be made in "yes" or "no" only أ is used for interrogation. In this case, أ is followed by أمْ meaning "or". For example:

Did you eat apple or banana?	أ أكَلتَ التُّفَّاحَ أمِ الْموزَ؟

In this case, as it is clear , the answer can not be made by 'yes' or 'no'. We have to answer in a full sentence or at least we have to mention the object eaten by its name, saying I ate apple أكلتُ التُّفَّاح

In brief, we can say that " أ " can be used in place of " هل " , but we can not use " هل " in place of أ .

Besides, there are many other interrogatives like لما ذا meaning "why", أين meaning "where", etc and all these have to be used in their abstract forms with nouns of all genders and numbers as explained above.

The defective verbs:

In Arabic, verbs which necessarily cause *ḍammah* to the subject i.e.Mubtada and *fatḥah* to the predicate i.e. Khabar are known as "defective verbs" i.e. الافعال الناقصة . They are also known as sisters of كَانَ. They fuction in the same manner as كان , i.e. they allow *ḍammah* to its Mubtada and *fatḥah* to its Khabar.

The most popular & widely used defective verbs are as follows:

To be	كَانَ / يَكُونُ / كونًا
To become	صَارَ / يَصِيرُ / صَيْرُورَةً
To be, to become (with special reference to morning time)	أصْبَحَ / يُصْبِحُ / إصْبَاحاً
To be, to become (with special reference to evening time)	أمْسَى / يُمْسِي / إمْسَاءً

To be, to become (with special reference to forenoon) — أَضْحَى / يُضْحِي / إِضْحَاءً

To be, to become (with special reference to forenoon) — بَاتَ / يَبِيْتُ / بَيَاتاً

These verbs have been very carefully used in this lesson to indicate their appropriate and specialized meaning and usage. However, these verbs are loosely used without reference to time factor. For example اصبح is used in the meaning of " to become" without its being restricted to morning time alone and similarly أمسى and other verbs.

Besides, there are some other verbs which grammatically fall under the category of defective verbs.

Some of these verbs may be rendered into present indicative while some others can be fully conjugated and a few have fixed forms.

There is a defective verb which can not be rendered into present imperfect. This verb is لَيْسَ. It is employed to render a sentence of positive sense into that of negative sense. However, it functions exactly like any other defective verb. For example: اَلْوَلَدُ جَالِسٌ is a nominal sentence meaning: the boy is sitting. And when we say: لَيْسَ الوَلَدُ جَالِساً it would mean: The boy is not sitting. The predicate after ليس may also be in the genitive case provided it is preceded by a preposition. For example لَيْسَ الوَلَدُ بِجَالِسٍ, however meaning remains the same: 'The boy is not sitting'. Another characteristic of this "past defective verb" is that it gives the meaning in the present indicative.

All these verbs, like other ordinary verbs are preferably used before their subjects where they agree with them only in gender. However, if they have to be used after the subjects, they will have to agree with them in gender and number also.

Exercises:

1. Translate into Arabic:

(a) 'My friend Uday was an intelligent and a hardworking student. He was my classmate in M. Com. He used to remain busy all the time (with)

reading books on his subject and the related topics. As a result of his continuous and systematic reading, he became very proficient in his subject. Teachers were happy with him and so were the students. He passed his M. com. with distinction in each paper. and soon after that he got a big post in the government with huge salary. Now we do not meet but I still remember him. I don't know whether he remembers me or not.

(b) I am not a difficult person. This is perhaps the reason that people take me for a ride. I often think that I should change my habits, but now it is not possible. Who can change at my ripe age of 50 years. Yesterday I had gone to the electricity office to pay my bill. The queue was long and I was getting late for office. In the meantime some one called me from behind and said: Good man, do you recognise me? My name is Sashank. Don't you remember me? You once helped me. I was getting late for my interview and on my request you gave me a lift on your scooter to the place of my interview. I am now working in that office only because of you. I was very pappy to know that. I thought it was really not bad to be good. Somewhere, some time you do get recognition—your reward of being good.

2. Translate into English:

نَحْنُ أَصْلاً مِنْ قَرْيَةٍ فِي الوِلَايَةِ الشَّمَالِيَّةِ. كَانَتْ جَدَّتي تَحكِي لَنا قِصَصاً عَنْ قَرْيَتِنا. هِيَ قَارَنَتْ دائِماً الحَياةَ المدَنِيَّةَ والحياةَ الرِّيْفِيَّةَ. وَقَالَتْ إنَّ النَّاسَ فِي الْمُدُنِ مُعرِضُونَ ولَا يُفَكِّرُونَ فى مصالِحِ الآخَرينَ بَيْنَمَا إنَّ الْقَرَوِيِّيْنَ بُسَطَاءُ و هُم دائمًا مُسْتَعِدُّونَ لِمُسَاعَدَةِ الآخَرِيْنَ و قَالَتْ اَيْضاً إنَّ الحَياةَ فى القُرىٰ احسَنُ بكَثيرٍ مِنَ الحَياةِ فى المُدُنِ و بِخَاصَّةٍ فى المُدُنِ الكُبرىٰ مثْل دلهى. رُوَيْداً رُويداً وُلِدَتْ لَدَىَّ رَغْبَةٌ شَدِيْدَةٌ فى الذَّهابِ الى قريَةٍ لِأَرَى بِعَيْنَيَّ الحَياةَ الرِّيفِيَّةَ وأُدْرِكَ بالفَرْقِ بَيْنَ الحَيَاةِ الْمَدَنِيَّةِ و الحَياةِ الرِّيْفِيَّةِ. وَحَصَلَ اَن سَنَحَتْ لى فُرصَةٌ عِندَما كُنْتُ فى الصفِّ العاشِرِ. قَرَّرَتِ المَدْرَسَةُ على الذَّهَابِ إِلَى قريَةٍ قُرْبَ دِلْهِى فى رِحْلَةٍ دراسِيَّةٍ حتَّى نَتَعَرَّفَ علىَ كَيْفِيَّةِ المَعِيْشَةِ الرِّيْفِيَّةِ وَانْ نُقَدِّمَ مَا أَمكَنَ لَنَا مِنَ المُساعَدَةِ لِأَهْلِ القَرْيَةِ فى تَحْسِيْنِ حالَتِهِم المَعِيشِيَّةِ.

جاءَ يَوْمُ الرِّحْلَةِ و ذَهَبْنَا بِمَعِيَّةِ أُسْتَاذٍ إلى قَرْيَةِ ماندى. هذه القريةُ قَرِيْبَةٌ مِنْ دِلْهِى. وَصَلْنَا هَذِهِ القَرْيَةَ فِي سَاعَتَيْنِ تَقْرِيباً. عِندَما وَصَلْنَا هذه القَرْيَةَ راينا انَّ كِبَارَالقَرْيَةِ كَانُوا مَوْجُودِيْنَ خَارِجَ

الْقَرْيَةِ لِاسْتِقْبَالِنَا. فَرَحَّبُوا بِنَا بِحَفَاوَةٍ وصِرْنَا مَسْرُورِيْنَ لِلْغَايَةِ. كُنَّا تَعْبَانِيْنَ. فَأَخَذَنَا كِبَارُ الْقَرْيَةِ إلى مَبْنَى الْهَيْئَةِ الرِّيْفِيَّةِ و قَدَّمُوا لَنَا الشَّاىَ وَالفَطائِرَ. بَعْدَ شُرْبِ الشَّاى إِسْتَرَحْنَا قَلِيْلاً و حَوالَىَ السَّاعَةِ الرَّابِعَةِ مَسَاءً خَرَجْنَا بِمَعِيَّةِ دَلِيْلٍ لِنُقَابِلَ النَّاس و نَتَعرَّفَ عَلَى اَحْوَالِهِم. رَأَيْنَا أَنَّ الجَوَّ فِى الْقَرْيَةِ كانَ نَقِيًّا وَ أَنَّ الْمَنَاظِرَ كَانَتْ جَذَّابَةً. فَمَشَيْنَا على مَهْلِنَا نَتَفَرَّجُ عَلَى الْمَناظِرِ الشَّيِّقَةِ حَتَّى أَمْسَيْنَا عَائِدِيْنَ إِلَى مَبْنَى إِقَامَتِنَا بَعْدَ غُرُوْبِ الشَّمْسِ. كَانَ كِبَارُ القَرْيَةِ مَوْجُودِيْنَ فَقَدَّمُوا لَنَا الطَّعَامَ وَ بَعْدَ أَكْلِ الطَّعَامِ جَلَسْنَا نَتَحَدَّثُ لِوَقْتٍ قَلِيلٍ. ثُمَّ عَادَ كِبَارُ الْقَرْيَةِ وَبِتْنا لَيْلَةً مُرِيْحَةً فِى جَوِّ الْقَرْيَةِ اللَّطِيْفِ. أَصْبَحْنَا مُبَكِّرِينَ وَ خَرَجْنَا نَمْشِى نَتَمَتَّعُ بِالْمَنَاظِرِ الطَّبِيْعِيَّةِ الخَلَّابَةِ وعِنْدَمَا أَضْحَيْنَا تَعْبَانِيْنَ عُدْنَا إِلَى مقرِّنَا. وأَكَلْنَا فُطُورَنَا. بَعْدَ ذَلِك جاءَ أَهْلُ القَرْيَةِ وَجَلَسْنَا نَتَحدَّثُ إِلَى الْقَرَوِيِّيْنَ. عَرَفْنَا خِلَالَ حَدِيْثِنَا مَعَهُمْ أنَّ مُعْظَمَ القَرَوِيِّيْنَ أُمِّيُّونَ. فَظَلِلْنَا نَتَحَدَّثُ فِى هَذا المَوْضُوعِ فِيْمَا بَيْنَنَا ونُعِدُّ بَرَامِجَ لِتَعْلِيْمِ القَرَوِيِّيْنَ فِى الْعُطْلَةِ الصَّيْفِيَّةِ القَّادِمَةِ. أَمْضَيْنَا يومَيْنِ فِى القَريَةِ وَعُدْنَا فِى الْيَومِ الثَّالِثِ مَعَ الأَمَلِ والوَعْدِ أَنَّنَا نَعُودُ إِلَيهِم مَرَّةً أُخْرى فى العُطْلَةِ الصَّيْفِيَّةِ القَادِمَةِ بِمَشْرُوعِ إزَالَةِ الأُمِّيَّةِ مِنْ تِلْك القَرْيَةِ.

3) Separate all the defective verbs from the foregoing passage and use them in sentences/ paragraph of your own.

Vocabulary:

Uday (proper noun)	أوداى
Intelligent	ذَكِيٌّ (Adj. SM) أذكياء(P)
M. Com.	ما جِسْتِير فِى عُلُوم التِّجَارَة
All the time	كُلَّ ذلِك الوَقْتِ
Subject, topic	مَوضُوعٌ (SM) مَوضُوعَاتٌ (P)
As a result (of)	بالنَّتِيجَةِ (لِ)
Continuous	مُستَمِرٌّ(Adj. SM)
Systematic	مُنَظَّمٌ (Adj. SM)
And so	وهَكَذا
To pass (examination)	إجتازَ/ يَجْتازُ/ إجتِيازًا (الإمتحان)
With distinction	بإمتِيازٍ

Each; every	كلٌّ
And soon after that	و بعدَ ذَلك فوراً
To get	حصل/ يحصُلُ/ حُصُولاً (على)
Salary	مُرَتَّبٌ (SM) مُرَتَّبَاتٌ (P)
Post, job, position	وَظِيْفَةٌ (SM) وَظَائِفُ (P)
To remember	تَذكَّرَ/يَتَذَكَّرُ/ تَذكُّرًا، ذَكَرَ/ يَذكُرُ/ ذِكْراً
I still remember (him)	أذْكُرُه للآن
Either.......or	إمَّا، أم
To walk (slowly)	مَشَى/ يَمْشِي/ (ببطءٍ) مَشْيًا
Aimlessly	بِدُوْنِ هَدَفٍ
Road	شَارِعٌ (SM) شَوَارِعُ (P)
Weather	جَوٌّ (SM) أجْوَاءٌ (P)
Reward	جَائِزَةٌ (SF) جَوَائِزُ (P)
To take for a ride, to cheat	خَدَعَ/ يَخْدَعُ/ خِدَاعًا
Ripe age	سِنٌّ نَاضِجَةٌ
Electricity office	مَكتَبُ الكَهرَبَاءِ
Queue	طَابُورٌ (SM) طَوَابِيْرُ (P)
To know, to recognise	عَرَفَ/يَعْرِفُ/ عِرْفَانًا
Scooter	دَرَّاجَةٌ بُخَارِيَّةٌ
Interview, meeting	لِقَاءٌ (SM) لِقَاءاتٌ(P)
To transport, to give a lift	نَقَلَ/ يَنْقُلُ/ نَقْلاً
Pleasant	لطيفٌ (Adj. SM)
Slowly	ببُطءٍ
To look (at)	نَظَرَ/ يَنْظُرُ/نَظَرًا (إلَى)
Commodity, goods	سِلْعَةٌ (SF) سِلَعٌ (P)
To display	عَرَضَ/ يَعْرِضُ/ عَرْضاً
Displayed	معروضٌ (Adj. SM)
Showroom; exhibition	مَعْرِضٌ (SM) مَعَارِضُ(P)

Voice; sound — صَوتٌ (SM) اصْوَاتٌ(P)

Shop — مَحَلٌّ (SM) مَحَلّاتٌ (P) دُكّانٌ (SM) دَكَاكِيْنُ (P)

To call; to accost — نادى / يُنادى/ مُناداةً

From behind — مِن وَراء

To turn (to) — تَحوَّل/ يَتحوَّلُ/ تحوُّلاً (إلَى)

Of mine, my — لِى

Dear (to me) — عَزِيزٌ (SM) أعِزّاءُ (P)

For, since — مُنذُ، مِنْ

Year — سَنَةٌ (SF) سِنُونٌ (P) سَنَةٌ (SF) سَنَوَاتٌ (P)

To rush: to walk hastily — هَرْوَلَ/ يُهَروِلُ/ هَروَلَةً

Arm — سَاعِدٌ (SF) سَواعِد (P)

To kiss — قبَّلَ/ يُقَبِّلُ/ تَقْبِيلاً

Warmth — حَرارةٌ (NF)

Meaning — مَعْنًى (SM) مَعَانِى (P)

Thing — شَىءٌ (SM) أشْيَاءُ (P)

About many things — عَنْ كَثِيرٍ مِنَ الأشْيَاءِ

To revive — أحْيى/ يُحْيى/ إحْيَاءً

Memory — ذاكِرَةٌ (NF)

Hour, watch — سَاعَةٌ (SF) سَاعَاتٌ (P)

For hours together — لساعاتٍ فى وقتٍ واحِدٍ

To feel — شعرَ/ يَشْعُرُ/ شُعُوراً

To pass (some place) — مَرَّ/ يَمُرُّ/ مُرُورًا (ب)

Passage (of time) — مُرُورُ الزَّمَنِ

Tiredness; weariness — تَعَبٌ (NM)

Neither ....nor — لا ....ولا

To close — اغلَقَ/ يُغلِقُ/ إغلاقاً

LSSON — 33 | الدرس — ٣٣

Time & Date
الزمن والتاريخ

One morning	صباحَ يَومٍ
at 8 o'clock	فى السَّاعةِ الثَّامِنَةِ
or 8.15	أوفِى السَّاعَةِ الثَّامِنَةِ وَالرُّبعِ
I was standing in queue	كنتُ واقِفاً فى الطَّابُورِ
at a bus stop.	بِمَحَطَّة بَاصٍ.
It was the time when the (bus) stops are	هُو الوَقْتُ حَيثُ تَكونُ المَحطَّاتُ
crowded with those going	مُزدَحِمَةً بالذَّاهِبِينَ
to the offices and the schools.	الَى المَكَاتِبِ وَالمَدَارِسِ.
I was standing waiting for the bus	كنتُ واقِفاً فِى انْتِظَار الْبَاصِ
when suddenly I heard a person	إذْ سَمِعتُ فَجْاةً شَخصًا
behind me grumbling.	وَرائِى يتَذَمَّرُ.
I turned towards him and (I) saw	تَحوَّلتُ نَحوَه وَ رأيتُ
a thin and middle aged person.	شَخصاً هَزِيلاً و كَهلاً.
It was evident from his appearance	تَبيَّنَ من مَظْهَرِهِ
that he was a clerk in some office.	أنَّه كان كَاتِباً فِى مَكْتَبٍ .
When he saw me turning towards him,	مَتَى رآنِى أتَحوَّلُ نَحوَهُ،
he asked me befriendingly:	سَألَنِى مُتَودِّدًا:
What is the time, my (dear) brother?	السَّاعَةُ كَمْ يَا اَخِى؟
I looked at my watch and replied (to him):	اَلقَيتُ نَظْرَةً على ساعَتِى واجَبْتُ (لَه)
It is half past eight (or 8.30).	هِى الثَّامِنَةُ والنِّصفُ.
The stranger continued	استَمرَّ الأجْنَبِىُّ
the conversation saying:	فِى الحَدِيثِ قَائِلاً:

It always happens like this. I leave	دائماً يَحصُلُ هٰكذا. أخرُجُ
every day quite early for the office but I	كُلَّ يومٍ مُبكِّرًا جِدًّا لِلمكتبِ، ولكنّني
reach there late	أصِلُه مُتأخِّرًا
most of the time.	في أكثَرِ الأحيَانِ.
We don't have any system	لَيسَ عِندَنا نِظامٌ
and there is none to take to task	ولايُوجَدُ هناكَ شَخصٌ يُحَاسِبُ
these government employees.	هؤلاءِ الْمُوظَّفِينَ الحُكُومِيِّينَ.
We , the employees of private offices,	نَحنُ المُوظَّفِيْنَ لِلْمَكَاتِبِ الخاصَّةِ
work like donkeys.	نَعمَلُ مِثلَ الحَميرِ.
But (despite that)	ولكن (بالرَّغمِ منْ ذٰلِكَ)
Our employer is never happy with us.	لا يُسَرُّ بنَا صاحِبُ عَمَلِنا.
The employees	إنَّ العَامِلِينَ
of Delhi Transport Corporation	بهَيْئةِ نَقْلِ دلهى
do not know the value of time.	لا يَعرِفُونَ قِيمَةَ الْوَقْتِ.
They are always late and cause	هُم دائمًا يَتأخَّرُونَ وَ يُسَبِّبُونَ
delay to us.	لَنا التَّاخِيْرَ.
Look my dear sir, I leave every day for my	شُفْ يا سَيِّدى، أخرُجُ كُلَّ يومٍ لمَكْتَبِى
office at eight o'clock exactly so that I can	فى السّاعةِ الثامِنَةِ بِالضَّبْطِ حَتّى أتمَكَّنَ
reach my office on time.	مِنَ الوُصُولِ لِمَكْتَبِى فى الوَقْتِ.
Inspite of this I am late for office	بالرَّغمِ من ذَلِك أتَأخَّرُ عَن المَكْتَبِ
for a week or ten days	أُسْبُوعًا او عَشَرَةَ أيّامٍ
every month.	كُلَّ شَهْرٍ.
The boss scolds me	يُوبِّخُني صَاحِبُ العَمَلِ
and cuts my salary.	و يَقتَطِعُ مُرَتَّبِى.
He thinks I am lazy,	هُو يَفتَكِرُ بأنَّنِى كَسلَان،
don't make hurry.	لا أُسرِعُ.
Last Friday, on 18th	الجُمُعَةَ السَّابِقَةَ فى الْيَومِ الثّامِنَ عَشَر

instant I was late	للشّهرِ الجَارِى تَأخَّرْتُ
for half an hour and I reached office	بِنِصْفِ سَاعَةٍ وَوَصَلْتُ المَكْتَبَ
at half past ten.	فِى السَّاعَةِ العَاشِرَةِ والنصْفِ.
As soon as I reached there,	فَوْرَ وُصُولِى هُنَاكَ
my employer called me to his room.	طَلَبَنِى صَاحِبُ العَمَلِ لِغُرْفَتِهِ.
I went to his room with my heart	ذَهَبْتُ الَى غُرفَتِه و قَلْبِى
beating (hard)	يَنبِضُ (بِشِدَّةٍ)
and my head bowed down.	و رأسِى ناكِسٌ.
The master cast at me an examining look	ألقىٰ صاحبُ العَمَلِ عَلَيَّ نظرةً فاحصةً
and reminded me angrily	وذكّرنى بِغضَبٍ
that I was late	أنّنى تَأخَّرْتُ
on 6th, 9th, 10th,	فِى اليَومِ السادس والتّاسع والعاشر و
13th, & 16th	الثالث عشر والسادسَ عشر
instant.	للشهر الجارى.
After giving me a normal dose	وبَعْدَ أنْ أعطانى جُرعَةً عاديَةً
of scolding and chiding, he gave me	مِن التَّوبِيخِ والتعنيف أعطانِى
the final notice, saying:	الإشعارَ النهائى قائلاً:
If you are late after today,	إذَا تأخرّتَ بعد اليوم
I shall remove you from your job.	فَسَوفَ أُبعدك عن العَمَل
And here the stranger stopped	و هنا توَقَّفَ الأجنَبِىُّ
and heaved a deep sigh as if he was	وأخذَ نَفَسًا عميقاً كأنّه
preparing to resume the conversation	يَستعِدُّ لإستِئنَافِ الحديثِ
when suddenly there appeared a bus	إذ ظَهَرَ باصٌ
at some distance.	على مَسافَةٍ.
He cancelled the conversation	إنّه ألْغَى الْحَدِيْث
and got ready for boarding	وَ اسْتَعَدَّ لِلرُّكُوب
as if he was preparing	كأنّه يَسْتَعِدُّ
to attack his worst enemy.	لِمُهَاجَمَةِ ألَدّ اَعْدَائِهِ.

The bus came and stopped	وصلَ الباصُ و توقّفَ
and the queue moved .	و تحرّكَ الطَابُورُ .
The people started getting in	بدأ النَّاسُ يرْكَبُونَ
one by one.	و احداً بَعْدَ وَاحِدٍ.
When I entered the conductor said:	وَعِندَمَا دَخلْتُ قالَ المُحَصِّلُ :
It is complete.	تمامٌ.
I looked back and saw the stranger was	نَظرتُ وَرائي وَرَأيتُ الاجنَبيَّ
on the verge of weeping.	عَلى وَشَكِ الْبُكاءِ .
I got down immediately and gave him	فنَزَلْتُ فوراً و اعطَيتُه
my turn so that he could reach	نوبَتي حتّى يَتَمَكّنَ منَ الوُصُولِ
his office on time, and is not removed	لمَكْتَبِه في الوقت ولا يُفصَلَ
from his job.	عن عمله.
As far as I am concerned (or as regards me),	أمّا أنا،
I am a government employee.	فأنَا مُوظّفٌ حُكوميٌّ
There is none	لا يُوجَدُ هُناكَ شَخصٌ
to scold me in the office.	فِي المَكْتَبِ يُوَبّخُني.
I am a confirmed employee	أنا عامِلٌ ثابتٌ
and nobody can remove me	و لَا يستطِيْعُ احدٌ أن يَفصِلَني
from my job.	عَن عَمَلِي.
I get my salary every month .	آخذُ راتِبي كلَّ شهرٍ.
What if I am late today intentionally	لا بَأسَ إذا تأخّرتُ اليَومَ عَمْدًا
for a good cause.	لِسَبَبٍ حَسَنٍ.

Grammar:

In Arabic, the word meaning hour or o'clock is سَاعَةٌ. It is preceded by the definite article Al اَلْ while it is used to tell or ask time.

The noun كم before or after الساعةُ means 'what', for example:

What is the time? كَمْ السّاعَةُ؟ or السّاعَةُ كَمْ؟

Either of the two expressions given above may be used to ask time.

In standard Arabic, only the ordinal numbers are used for telling time except for 'one' where alone the cardinal number meaning one i.e. واحدة is used.

As is evident, the word الساعة is a feminine gender noun because it ends with the Taa Marboota ة. It is therefore, the "full hour" is expressed in Arabic by an ordinal number of feminine gender. For example eight o'clock and nine o'clock will be expressed thus:

8 o'clock — السَّاعَةُ الثَّامِنَةُ

9 o'clock — الساعة التاسِعَةُ

For half in Arabic we say النِّصْفُ and for quarter the word used is اَلرُّبْعُ. These partitive nouns are used as they are without any change.

For example:

Half past nine or 9.30 — السَّاعَةُ التَّاسِعَةُ وَالنِّصْفُ
(literally: nine & half)

Quarter past eighth or 8.15 — السَّاعَةُ الثَّامِنَةُ والرُّبْعُ
The preposition 'at' with reference to time means 'فِي' in Arabic.

For example:

at 8 O'clock — فِيْ السَّاعَةِ الثَّامِنَةِ.

The preposition فِي functions normally i.e. it gives ***kasrah*** to all the temporal nouns which are governed by it except eleven and where the Arabic compound numbers are treated as indeclinable.

The word for minute in Arabic is دَقِيقَةٌ. Its plural is دَقَائِق

ثَانِيَةٌ means second of which the plural is ثَوَانِي.

The meaning of 'past' as in the combinations: half past or five minutes past, is expressed by the conjunctive وَ. For example:

1) Five minutes past eight (O'clock) — اَلسَّاعَةُ الثَّامِنَةُ وَ خَمْسُ دَقَائِقَ

2) Half past eight or 8.30 — السَّاعَةُ الثَّامِنَةُ والنِّصْف.

The meaning of 'to' as in the combinations: quarter to eight or five minutes

to eight, is expressed by إلاّ. For example:

at quarter to eight — فِي السَّاعَةِ الثَّامِنَةِ الا الرُّبع
at five minutes to eight — في الساعة الثامنة إلا خمس دقائقَ

It is important to note that minutes are expressed by cardinal numbers.

A. M., is expressed by the word صباحاً or في الصباح. For example:

7.00 A.M. or 7.00 O'clock in the morning — السَّاعَةُ السَّابِعَةُ صَباحاً او فِيْ الصَّبَاح.

' P.M.' is exprssed by the word مَساءً or فِي الْمَسَاءِ. For example:

5.00 P. M. or 5.00 O'clock in the evening. — السَّاعَةُ الخَامِسَةُ مَسَاءً أو في الْمَساءِ

In Arabic a day of twenty four hours is called يوَم plural is أيّامٌ.
Day-time is called نَهارٌ and the night لَيلٌ or لَيْلَةٌ.

"Today" has the fixed form of اَلْيومَ .

"Week" means أُسْبُوعٌ, plural is أسَابِيْع . Following are the Arabic names of the days of the week.

Sunday	(يَوْمُ) الأحد
Monday	(يَوْمُ)الاثنين
Tuesday	(يَوْمُ) الثلاثاء
Wednesday	(يَوْمُ) الاربعاء
Thursday	(يَوْمُ) الخميس
Friday	(يَوْمُ) الجُمْعَةِ
Saturday	(يَوْمُ) السَّبْتِ

"Month" in Arabic is شَهْرٌ with the plural اَشْهُرٌ or شُهُورٌ .

Following are the names of the months:

Arabic Names	Christian Names	
كانُون الثَّاني	January	يَنَاير
شُباط	February	فِبْرَاير
آذار	March	مَارِسْ

نِيسَان	April	إبريل
أيّار	May	مَايُو
حَزيرَان	June	يُونيُو
تَموّز	July	يُوليُو
آب	August	أغُسطُس
أيلُول	September	سِبتِمبر
تِشرين الأوّل	October	اكتُوبر
تِشرين الثّاني	November	نُوفِمبر
كانون الأوّل	December	دِيسِمبر

"Year" in Arabic generally means سنةٌ with the plural سِنُونٌ or سَنَوَاتٌ . Another word is عَامٌ, plural أعْوَامٌ.

For season in Arabic we use the word فَصْلٌ. Its plural is فُصُولٌ. There are four seasons in the year. They are as follows:

Summer	(season)	(فَصْلُ) الصَّيفِ
Winter	(season)	(فَصْلُ) الشِّتَاءِ
Spring	(season)	(فَصْلُ) الرَّبِيعِ
Autumn	(season)	(فَصْلُ) الخَرِيفِ

Date in standard Arabic is expressed by using ordinal number. It is normally preceded by the word اَلْيَوم . For example:

I will visit	أزورُ
Your office	مَكْتَبَكُم
On 18th instant	فِي الْيَومِ الثّامِنِ عَشَرَ لِلشَّهْرِ الْجَارِي

We may drop the word اليوم i.e. day, however, we still use the ordinal number to express date. For example:

I will visit	أزور
Your office	مَكْتَبَكُم
On 18th	فِي الثّامنَ عشرَ
instant	لِلشَّهرِ الْجَارِي

There is another small grammar point which we have casully dealt with in the main body of this lesson. It is called إِخْتِصَاصٌ - ikhtisas. When a noun is used to qualify a pronoun of the I person, it is always placed in the accusative case. This qualifying noun also restricts the meaning & makes it emphatic in a way . It is conveyed as follows: نحنُ الهُنودَ We the Indians.

Note:

However, practically in the day-to-day life, in the spoken language, generally the cardinal numbers are used for indicating time & date etc. For example, we would say:

It is now 9:30	السَاعَةُ الآنَ تسعة ونُصْ (نِصْف)
I'll meet you at 5.15 PM	أُقَابِلُكَ فِي السَّاعة خَمْسَة وَرُبْع مَسَاءً
It is 14 January to day	نَحنُ اليَومَ فِي اربَعَةَعشرَ ينايَرَ

Exercises:

(1) Translate into Arabic:

Gopal is a young boy. He is a student in Delhi Public School. His school opens at 9.00 A.M. Gopal has never been late for school. He gets up early in the morning at about six O'clock. After waking up, he goes to the bathroom and cleans his teeth and washes his face. At 6.30 he goes for short walk and returns home at 7.00 O'clock. Then he takes his bath and puts on clean clothes. And after that he throws a cursory glance at the newspaper. At 8.00 O'clock he takes his breakfast. At 8.15 sharp always he leaves his home for the bus-stop where he gets his school bus at 8.25 or 8.30.

And this bus normally takes twenty minutes to reach the school. In this way Gopal always reaches the school before 9.00 O'clock . Last Monday, 16th April, Gopal did not go to the school. Then the following two days i.e. on 17th and 18th April also he could not go to the school. His classmates got worried and on the evening of the 18th April after the school, they went to his house to see him. Gopal was better. He thanked them for visiting him and told them he would go to school from 23rd April.

2) Translate into English:

هَذَا جَارِى. إسْمُهُ شَنْكَر. شَنكَر تَاجِرٌ صَغِيْرٌ. لَهُ دُكَّانُ بِقَالَةٍ فِى حَىِّ يُوسُفْ سَرَاى، إنَّ شَنْكَر إنْسَانٌ مُهَذَّبٌ وَمُؤَدَّبٌ. وَ هُوَ مُتَدَيِّنٌ لِلْغَايَةِ. لَهُ حَيَاةٌ مُنْتَظِمَةٌ. قَلَّمَا يَحِيد عَنْ بَرْنَامَجِهِ. يَقُومُ شَنْكَر دَائِماً مِنْ نَوْمِهِ مُبَكِّراً فِى السَّاعَةِ السَّادِسَةِ وَ بَعْدَ الاسْتِحْمَامِ يَخْرُجُ اِلَى مَعْبَدِ الْحَىِّ فِى السَّاعَةِ السَّابِعَةِ. يَعُودُ شَنكَر مِنَ الْمَعْبَدِ فِى السَّاعَةِ السَّابِعَةِ وَ النِّصْف. وَيَقْرَأُ الْجَرَائِدَ حَتَّى السَّاعَةِ الثَّامِنَةِ.

يَأْكُلُ شَنْكَرْ فُطُورَهُ فِىْ السَّاعَةِ الثَّامِنَةِ وَ يَخْرُجُ لِدُكَّانِهِ فِى السَّاعَةِ الثَّامِنَةِ وَالنِّصْفِ. إنَّ دُكَّانَهُ بَعِيْدٌ مِنْ مَنْزِلِه. يَصِلُ شَنكَرُ لِدُكَّانِهِ فِى السَّاعَةِ التَّاسِعَةِ تَقْرِيباً. يَعُودُ شَنْكَرُ اِلىٰ الْمَنْزِلِ فِى السَّاعَةِ السَابِعَةِ مَسَاءَ كُلَّ يَوْمٍ.

يَفْتَحُ شَنكَرُ دُكَّانَهُ فِىْ كُلِّ الشَّهْرِ اِلاَّ يَوْمَيْنِ. فَهُوَ يُغْلِقُ دُكَّانَهُ فِى الْيَومِ الْخَامِسَ عَشَرَ وَالْيَومِ الثَّلاثِيْنَ كُلَّ شَهْرٍ. وَيَذْهَبُ اِلَى السُّوقِ لِشِرَاءِ حَاجِيَاتِ الدُّكَّانِ وَالْمَنْزِلِ.

3. Write a paragraph on a situation using therein time, dates & days for as many times as possible.
4. Write a paragraph on the activities of the mosque in your neighbourhood.
5. Rewrite names of months & days and use them in sentences of your own.

Vocabulary: الكلمات العسيرة

To wake up	إسْتَيْقَظَ/ يَسْتَيْقِظُ/ إسْتِيْقَاظاً
Bathroom	حَمَّامٌ(SM) حَمَّامَاتٌ (P)
To clean, to wash	غَسَلَ/يَغسِلُ/ غُسْلاً
Face	وَجْهٌ (SM) وُجُوهٌ (P)
To take bath	إسْتَحَمَّ/ يَسْتَحِمُّ / اِسْتِحْمَامًا
Clothe/ dress	ثَوْبٌ (SM) ثِيَابٌ (P) مَلْبَسٌ (SM) مَلَابِسُ (P)
To throw	اَلْقىٰ / يُلْقِى/ اِلْقَاءً، طَرَحَ /يَطرَحُ/ طرحاً
Glance	نَظْرَةٌ (SF) نَظَرَاتٌ (P)
Cursory glance	نَظْرَةٌ عَابِرَةٌ
Newspaper	صَحِيْفَةٌ (SF) صُحُفٌ (P) جَرِيْدَةٌ (SF) جَرَائِدُ (P)

Sharp (time)	بِالضَّبْطِ/ مَضْبُوطٌ
Always	دَائِماً
Normally	عَادَةً
Break, intermission	فَتْرَةُ الإِسْتِرَاحَةِ
Programme	بَرْنَامَجٌ (SM) بَرَامِجُ (P)
Culture	ثَقَافَةٌ (SF) ثَقَافَاتٌ (P)
Cultural	ثَقَافِيٌّ (Adj. SM)
To continue	إِسْتَمَرَّ/ يَسْتَمِرُّ/ اِسْتِمْرَارًا
To distribute	وَزَّعَ/ يُوَزِّعُ/ تَوْزِيعاً
Prize; award	جَائِزَةٌ (SF) جَوَائِزُ (P)
Winner	فَائِزٌ (SM) فَائِزُونَ (P)
To weep, to cry	بَكَى/ يَبْكِي/ بُكَاءً
To refuse	رَفَضَ/ يَرفُضُ/ رَفْضًا
To meet (a demand or request)	لَبَّى/ يُلَبِّي/ تَلْبِيَةً
To call	دعَا/ يَدْعُو/ دَعْوَةً
To come	قَدِمَ يَقْدَمُ/ قُدُومًا
To ask (about)	سألَ/ يَسْألُ/ سُؤَالاً (عن)
Reason	سَبَبٌ (SM) أَسْبَابٌ (P)
To give	أعْطَى/ يُعْطِي/ إِعْطَاءً
To carry	حَمَلَ/ يَحْمِلُ/ حَمْلاً
To do (s. th.) excessively	أكْثَرَ/ يُكْثِرُ/ إِكْثَارًا
To cause	سبَّبَ/ يُسَبِّبُ/ تَسْبِيبًا
Pimple	دُمَّلٌ (SM) دَمَامِلُ (P)
To understand	فَهِمَ/ يَفهَمُ/ فَهْماً
Advice	نَصِيحَةٌ (SF) نَصَائِحُ (P)
To accept	قَبِلَ/ يَقْبَلُ/ قُبُولاً
Greed	طَمَعٌ (SM) أَطْمَاعٌ (P)
Happiness	سَعادةٌ (NF)

LESSON — 34
الدرس — ٣٤

The Relative Pronoun
الاسم الموصول

One Sunday I got up	في يَومِ أحدٍ قُمتُ
from my sleep early .	مِنْ نَومِي مُبَكِّرًا.
I lit the lamp which was placed	أضأْتُ السِّرَاجَ الذى كانَ مَوْضُوعًا
on the side table and searched	عَلَى الطَّاوِلَةِ الصَّغِيْرةِ وبَحثْتُ
for my watch	عَنْ سَاعَتِي
which I had put under my pillow	الَّتِي كُنْتُ وَضعْتُها تَحتَ وِسَادَتِي
before sleeping.	قَبْلَ النَّومِ.
I saw the time, it was	رأيْتُ الوَقْتَ، كَانَتِ السَّاعَةُ
five almost.	السَّاعَةَ الخَامِسَةَ تَقْرِيْباً.
I tried to sleep again	حَاوَلْتُ النَّومَ مَرَّةً أُخرَى
but the sleep did not come to me.	ولكِنْ لَمْ يأْتِنِي النَّومُ.
I left my bed and went to	تَرَكْتُ سَرِيْرِى و ذَهَبْتُ الَى الحمَّام.
the bathroom. I cleaned my teeth	نَظَّفْتُ أسنانى
and washed my face.	و غَسَلْتُ وَجْهِي.
Then I changed my clothes	ثُمَّ غَيَّرتُ مَلابِسي
and decided to go out for walking	وقَرَّرتُ عَلَى الخُرُوجِ لِلمَشْي
and inhaling fresh air.	وللتَّنَفُّسِ الهواءَ الجَدِيْدَ.
I came out and walked	خَرَجْتُ وَ مَشَيْتُ
and saw a scene which	وَ رأيتُ مَشْهَدًا
I had not seen all my life.	مَا كُنتُ رَأيتُه طُولَ حَيَاتِي.
The weather was pleasant	كانَ الجَوُّ لَطِيْفًا
and the breeze was cool and tender.	وَ الهَوَاءُ بَارِدًا وَ نَعِيْمًا.

I walked and walked till I reached	مَشَيْتُ و مَشَيْتُ حَتَّى وَصَلْتُ
the garden of the area.	حَدِيقَةَ الْمِنْطَقَةِ.
The flowers were blossoming	كانَتِ الأَزْهَارُ تَتَفَتَّحُ
and the birds were sitting	وكَانَتِ الْعَصَافِيْرُ جَالِسَةً
on the trees and chirping.	عَلَى الاَشْجارِ وَ هِيَ تُزَقْزِقُ.
I also saw people sitting	وَأَيْضًا رَأَيْتُ النّاسَ جالِسِيْنَ
in groups on the green grass	فِي زُرَافاتٍ على العُشْبِ الأخْضَرِ
beside the flower-beds or walking	بِجَانِبِ سَرائِرِ الأزهارِ اَو مَاشِيْنَ
on the grass bare-footed.	عَلى العُشْبِ عُراةَ الأَقْدامِ.
Everyone was inhaling the fresh air	كَانَ كُلُّ شَخْصٍ يَتَنَسَّمُ الهَوَاءَ الطَّلْقَ
which was free from any pollution.	الذى خَلا مِن اىِّ تَلُوُّثٍ.
I also sat in a corner which	أنَا اَيْضًا جَلَسْتُ فى زاوِيَةٍ
was away from these people	كانَتْ بَعِيدَةً عَن هَؤلَاءِ النَّاسِ
whom I did not know.	الَّذِيْنَ لَمْ اَعْرِفْهُم.
I became lost in this beauty which	إستَغْرَقْتُ فِي هَذا الجَمالِ الَّذى
surrounded me from all sides	اَحاطَنِي مِن جَمِيع الجَوانِبِ وَنَسِيْتُ
and I forgot everything so much so	كُلَّ شَيءٍ الَى حَدّ
that I did not feel the passage of time.	أنِّي لَمْ اَشعُرْ بِمُضِيِّ الوقتِ.
When I felt the pinch of the sun	عِندما شَعرتُ بِلَسْعَةِ الشَّمْس
I recovered from my dreams	أفَقْتُ مِنْ اَحْلَامِي
and cast a look around me.	وَ اَلْقَيْتُ نَظرةً حَولِي.
I found that those who were sitting	وَجَدْتُ أنّ الَّذِينَ كانُوا جَالسينَ
there had returned.	هُناكَ قَدْ عَادُوا.
I also prepared to return and decided that I	اَنَا ايضًا إستَعدتُ للعَودَةِ وَ قَرَّرْتُ أنِّي
would get up from sleep	سأقُومُ مِن النَّومِ
at an early hour of every morning	فى وقْتٍ مُبَكِّرٍ كُلَّ صَبَاحٍ
in order to enjoy myself	حَتَّى أتمتَّعَ

the beauty of Nature and make good health.	بجمالِ الطّبيعَةِ وأنْمِيَ صحّةً جيّدَةً.

Grammar:

Beside a few other words used as the relative pronouns in Arabic الذى and التى and their different forms for duals and plurals are considered to be the regular relative pronouns. الذى is used for singular masculine and it is considered to be مبنى i.e. indeclinable. Its dual form is اللذان . It is declinable in the sense that while اللذان is used in the nominative case اللّذَيْن is used in the accusative and genitive cases. الذين is the plural form which is also مبنى i.e. indeclinable. Similarly the word التى is used for the singular feminine and it is مبنى or indeclinable . Its dual form is اللّتَانِ in the nominative case while اللتين is used in the accusative and the genitive cases. اللاتى or اللواتى or اللائى is the plural of التى and this plural form is treated as مبنى i.e. indeclinable.

Any of the foregoing relative pronouns is used more or less as adjective for the noun it qualifies and this relative pronoun has to be necessarily followed by a pronoun—external or latent, explaining further the noun it qualifies. For example:

I saw the man whose son I beat. رأيتُ الرَّجُلَ الذى ضربتُ ابنَه

In the foregoing sentence it would be seen that the relative pronounالذى is used here to qualify the noun الرَّجُل and it is followed by the external pronoun which is attached to ابن in إبنه and it further explains the noun الرجل. Without this pronoun which is called in Arabicالضمير الراجع or the returner pronoun in English, the sentence in Arabic will be considered incomplete and its meaning will not be clear.

In the case of an indefinite or common noun this relative pronoun is necessarily omitted, however , the returner pronoun has to be mentioned. For example:

I saw a man whose son I beat. رايتُ رجُلاً ضربْتُ ابنه

In this sentence رجُلاً (رجل) is used which is an indefnite or common noun. Hence, the relative pronoun الذى can not be used . However, the pronoun ه which explains the common noun رجُلاً is used.

This rule as explained above is applied to all the changing forms of the relative pronouns for masculine and feminine. For example we would say:

I saw the men whose sons I beat. رايتُ الرِّجَالَ الَّذِيْنَ ضَرَبْتُ أبنَاءَ هُم.

I saw the woman whose son I beat. رَأيْتُ الْمَرْاَةَ الَّتِي ضَرَبْتُ ابْنَهَا

I saw (some) men whose sons I beat. رَأيْتُ رِجَالاً ضَرَبْتُ أبناءَ هُم

I saw a woman whose son I beat. رَأيْتُ اِمْرَاةً ضَرَبْتُ اِبْنَها

This pronoun or الضمير الراجع may be clearly written or spoken as we find in the foregoing sentences or it may be hidden (مستتر) in the verb. For example:

رأيت الرجل الذى قتل اسدًا I saw the man who killed a lion.

In the foregoing sentence الذى qualifies the definite noun الرجل followed by the verb قتل which includes the الضمير الراجع المستتر and it is هُو and it would mean to say:

رَأيْتُ الرَّجُلَ الَّذِى (هُوَ) قَتَلَ اَسَدًا

Exercises:

1) Translate into Arabic:

Strange things happen in this life. There are people who feign friendship and there are people who are not impostors but they can be good friends and very helpful. There is no bar of sex and creed. I remember those were my early days of service. I was young and inexperienced. When I joined the office I was received warmly by all the colleagues who organised a small tea-party. Gradually I took fancy to a colleague who appeared to be sincere from the days of early association. Those who knew him well did tell me about him but I thought it was only the collegueal jealousy. Two colleagues who probably had suffered at his hands earlier advised me to take care,

however, I did not pay heed to their advice. Our lady colleague who usually appeared to be a very serious person also advised me but her advice too went waste on me. Gradually, I kept on drifting away from other colleagues who, I realise now, were my true friends. With the passage of time we two became very thick friends and one day I came to realise my folly when I got involved in a serious matter. Some of the important documents which were in my custody were missing from my table. I was afraid that our officer who had tremendous faith on me will be very unhappy when he gets to know that loss. There were indications that my colleague who feigned friendship, was involved in the removal of those papers. Finding myself in a tight corner I approached that kind elderly lady who always kept herself away from others in the office and specially she hardly spoke to this colleague and who had advised me in all sincerity to keep away from this colleague. This kind lady gave me a patient hearing and consulted two other elderly colleagues who in their turn spoke to the office chief. The office chief who is a kind person and who knew my honesty and sincerity, also understood where the problem was.

2) Translate into English:

قبلَ أيامٍ لَدى عَودَتى منَ المحْكَمةِ القَضائيَّةِ ضَيَّعْتُ حَقِيْبَةَ أوراقى فى السَّيَّارةِ العُمُومِيَّةِ الَّتى رَكِبْتُهَا إلى كَنَاث بلِيس. كانَتِ السَّيَّارةُ مُزْدَحِمَةً و لَم يَكُنْ فِيها مَقْعَدٌ خالٍ أجلِسُ عَلَيه. فَبَقِيتُ وَاقِفاً. فى نَفسِ الوَقْتِ رَأتْنِى امْرَأةٌ مُسِنَّةٌ كانَتْ جالِسَةً و عَرَضَتْ أنْ تُسَاعِدَنِى فوَضَعْتُ لَديْها حَقِيبَتِى. إسْتَمَرَّتِ السَّيَّارَةُ فِى السَّيْرِ حَتَّى وَصَلْتُ مَوْقِفِى و نَزَلْتُ. نَسِيتُ أن آخذَ حَقِيبَتِى. بَعْدَ الوُصُولِ الَى الْمَنْزِلِ ادرَكْتُ بالضّيَاع وَبَدَاتُ أتَصَبَّبُ عرَقًا وَلكِنْ وُجدَلِى الأمَلُ انَّ المَراةَ الَّتى كُنْتُ وَضَعْتُ لَدَيْها سَتَقْدَمُ لِتَرجِيعِ الْحَقِيبَةِ. مَضى يَومانِ و لَم يَقْدَمْ أحَدٌ وخَابَتْ آمَالِى. بَعدَ ثَلاثَةِ أيَّامٍ اَوْ قُلْ فِى اليَومِ الرَّابِعِ عِندَ مَا كُنْتُ يَئِسْتُ مِنْ عَودَةِ أوراقى إلىَّ و كُنتُ اُفَكِّرُ فى إتّخاذِ الإجْرَاءَ اتِ و أنْ اضَعَ إعْلاَنًا فِى الْجَرَائِدِ بِهَذا الشَّانِ إذْ دُقَّ جرَسُ البابِ. فَتَحْتُ البَابَ و رأيتُ فَتَاتَيْنِ واقِفَتَينِ أمَامَ البابِ فقالَتَا نَحْنُ قَادِمتانِ مِن كَذا و كَذَا مكَانٍ وَنَبحَثُ عَنْ فُلانٍ و فُلانٍ. فقُلْتُ: أنا هُوَ، و لكِنْ مَا ذَا تُرِيْدانِ. قَالَتَا بَعَثَتْنَا وَالِدَتُنَا لِنَبْحَث عَنْكَ. هَل تَذْكُرُ أنَّكَ تَرَكْتَ حَقِيبَتَكَ فى سَيَّارَةٍ عُمُومِيَّةٍ مَعَ إمْرَاةٍ فَسُرِرْتُ كَثِيْرًا لِسِمَاعِ هَذِهِ الْكَلِمَاتِ. فَقَالَتَا: وَالِدَتُنَا

مَوْجُودَةٌ فِي سَيَّارَةِ أُجْرَةٍ خَارِجَ الزُّقَاقِ والحَقِيبَةُ مَعَهَا فَخَرَجْتُ مَعَ هاتَيْنِ الفَتَاتَيْنِ اللَّتَيْنِ جَاءَتَانِي بِهَذَالخَبَرِ وَ تَوَجَّهْتُ مَعَهُمَا إِلَى سَيَّارَةِ الأُجْرَةِ. رَأَيْتُ المَرْأَةَ الَّتِي كُنْتُ وَضَعْتُ حَقِيبَتِي مَعَهَا جالِسَةً فِي السَّيَّارَةِ فَعَرَفَتْنِي فَوراً و اسْتَقْبَلَتْنِي بِابْتِسَامَةٍ. سَلَّمْتُ عَلَيها وهِيَ سَلَّمَتْ لِي حَقِيبَتِي وَبَعْدَ حَدِيثٍ رَسْمِيٍّ وَجِيزٍ عَرَضْتُ عَلَيها أن اَدْفَعَ أُجْرَةَ السَّيَّارَةِ وَلكِنَّها رَفَضَتْ. إنَّ هَذه الواقِعَةَ لَنْ أنساها اَبَدًا و كَذَلِكَ لَنْ أنسَ هؤلاء النِّسَاءَ اللَّوَاتِي جِئْنَ لإعادَةِ حَقِيبَتِي بِدُونِ أيِّمَعْرِفَةٍ سَابِقَةٍ وَذلِك أيضاً عَلَىَ حِسَابِهِنَّ.

(3) Write a paragraph using the relative pronouns in all the three cases i.e. each relative pronoun should be used in nominative, accusative and genitive cases. You should also keep in mind that appropriate returning pronouns shall also have to be used as explained in the foregoing lesson.

Glossary	الكلمات العسيرة
To light	أضاء/ يُضيُ/ إضاءَةً
Lamp	سراجٌ(SM) سُرجٌ (P)
To look for, to search for	بَحثَ/يَبحَثُ/ بَحْثًا (عن)
To put/ to place	وَضَعَ/ يَضَعُ/ وَضْعًا
Pillow	وِسَادَةٌ (SF) وَسَائدُ(P)
To try	حَاوَلَ/ يُحَاوِلُ/ مُحَاوَلَةً
Bed	سَرِيرٌ (SM) سُرُرٌ (P)
To clean	نَظَّفَ/ يُنَظِّفُ/ تَنْظِيفًا
To wash	غَسَلَ/ يَغسِلُ/ غُسْلًا
Face	وَجهٌ (SM) وُجُوهٌ (P)
To change	غَيَّرَ/يُغَيِّرُ/ تَغْيِيرًا
To decide	قَرَّرَ/ يُقَرِّرُ/تَقْرِيرًا
To breathe	تَنَفَّسَ/ يَتَنَفَّسُ/ تَنَفُّسًا

Sight, scenery	مَشْهَدٌ(SM) مَشَاهِدُ(P)
Tender, smooth	نَعِيمٌ (Adj. SM)
To chirp	زَقْزَقَ/ يُزَقْزِقُ/ زَقْزَقَةً
Group	زُرَافَةٌ (SF) زُرَافَاتٌ (P)
Grass	عُشْبٌ (SM)
Herb	عُشْبٌ (SM) اعْشَابٌ (P)
Bare, naked	عَارٍى(Adj. SM) عُرَاةٌ
Bearefooted	عُرَاةُ الأقْدَامِ
To inhale (air)	تَنَسَّمَ/ يَتَنَسَّمُ/ تَنَسُّمًا
Fresh air	هواءٌ طَلْقٌ
To be free	خَلا/ يَخْلُو/ خُلُوًّا
To be polluted	تَلَوَّثَ/ يَتَلَوَّثُ/ تَلَوُّثًا
To last	إستَغْرَقَ/ يَسْتَغْرِقُ/ إستِغْرَاقًا
To surround	احَاطَ/ يُحِيطُ/ إحَاطَةً
Side	جانِبٌ (SM) جَوَانِبُ (P)
To forget	نَسِيَ/ يَنْسَى/ نِسْيَانًا
To feel	شَعَرَ/ يَشْعُرُ/ شُعُورًا
To pass	مَضَى/ يَمْضِي/ مُضِيًّا
Sting	لَسْعَةٌ (SF) لَسْعَاتٌ (P)
To recover (sense)	افَاقَ/ يُفِيقُ/إفَاقَةً
To return	عَادَ/ يَعُودُ/ عَوْدَةً
To happen	حَدَثَ/ يَحْدُثُ/ حُدُوثًا
To feign	تَصَانَعَ/ يَتَصَانَعُ/ تَصَانُعًا
Impostor	مُحْتَالٌ(SM) مُحْتَالُونَ (P)
Bar, impediment	مَانِعٌ (SM) مَوَانِعُ (P)
Sex	جِنسٌ (SM)

Creed, faith	دِيَانَةٌ (SF) دِيَانَاتٌ (P)
Inexperienced	عدِيْمُ الْخِبْرةِ
Warmly	بِحَرَارَةٍ
Small tea party	حفلةُ شايٍ صَغيرةٌ
Gradually	رُويدًا رُويدًا
To take fancy (to)	أُعْجِبَ/يُعْجَبُ (ب) إعْجَابًا
To appear	بَدَا/ يَبْدُو/ بَدْوًا
To think	فَكَّرَ/ يُفَكِّرُ/ تَفْكِيْرًا
Collegueal jealousy	حَسَدُ الزُّمَلاءِ
To advise	نَصَحَ/ يَنْصَحُ/نَصْحًا
To suffer (loss etc.)	تَضَرَّرَ/ يَتَضَرَّرُ/ تَضَرُّرًا
Advice	نَصِيْحَةٌ (SF) نَصَائِحُ (P)
To go waste	ضَاعَ/ يَضِيْعُ/ ضِيَاعًا
To drift away	إبْتَعَدَ/ يَبْتَعِدُ/ إبْتِعَادًا
To realise	أدرَكَ/ يُدْرِكُ/ إدْرَاكًا
Thick (friend)	حَمِيمٌ (Adj. SM) حَمِيْمُونَ/ أحِمَّاءُ (P)
Folly	حَمَاقَةٌ (SF) حَمَاقَاتٌ(P)
To get involved	تَورَّطَ/ يَتَوَرَّطُ/ تَوَرُّطًا
Serious/dangerous	خَطِيْرٌ (Adj. SM)
Custody/possession	حَوزَةٌ (NF)
To be missing	تَغَيَّبَ/ يَتَغَيَّبُ/ تَغَيُّبًا
To be afraid	خَافَ/ يَخَافُ/ خَوفًا
Tremendous, great	هَائِلٌ (Adj. SM)
To be unhappy, to be angry	إغْتَاظَ/ يَغْتَاظُ/ إغْتِيَاظًا
Loss	خَسارَةٌ(SF) خَسَائِرُ(P)
Tight corner	مَوْقِفٌ حَرِجٌ

To approach, to contact	إتّصَلَ/ يَتّصِلُ/ إتّصَالًا (ب)
Hardly	قَلَّمَا
To consult, to take advice	إسْتَشَارَ/ يَسْتَشِيْرُ/ إسْتِشَارَةً
He heard patiently, to give a patient hearing	سَمِعَ بِهُدُوءٍ
Office chief, boss	رَئِيسُ الْمَكْتَبِ
Honesty	أَمَانَةٌ (NF)
Court of law	مَحْكَمَةٌ قَضَائِيَةٌ
To lose	ضَيَّعَ/ يُضَيِّعُ/ تَضْيِيعًا
Bus	سَيَّارَةٌ عُمُومِيَّةٌ
Connought Place	كنات بليس
Seat	مَقْعَدٌ (SM) مَقَاعِدُ(P)
Empty/ free	خَالٍ(خَالِي)
Aged	مُسِنٌّ (Adj. SM)
To ooze	تَصَبَّبَ/ يَتَصَبَّبُ/ تَصَبُّبًا
To sweat, to perspire	تَصَبَّبَ عَرَقًا
Hope	أَمَلٌ (SM) آمَالٌ(P)
To offer	عَرَضَ/ يَعرِضُ/ عَرْضًا
To return	رَجَّعَ/ يُرَجِّعُ/ تَرجِيْعًا
To disappoint	خَابَ/ يَخِيبُ/ خَيْبَةً
Hopes fell	خَابَتِ الآمالُ
To lose hope, to be disappointed	يَئِسَ/ يَيْئَسُ/ يَأْسًا
To take (measure)	إتَّخَذَ/ يَتَّخِذُ/ إتِّخَاذًا، (إجْرَاءً)
Advertisement, announcement	إعلانٌ (SM) إعْلَانَاتٌ (P)
In this regard, in this matter	بِهَذَا الشَّانِ
Young woman, young lady	فَتَاةٌ (SF) فَتَيَاتٌ(P)
To be happy	سُرَّ/ يُسَرُّ/ سُرُوْرًا

To head (towards)	تَوَجَّه/ يَتَوَجَّه/ تَوَجُّهًا (إلى)
To recognise, to know	عَرَفَ/ يَعْرِفُ/ عِرْفَانًا
To receive	إستَقْبَلَ/ يَسْتَقْبِلُ/ إستِقْبَالاً
To receive with a smile	إستَقْبَلَ بِإبْتِسَامَةٍ
Smile	إبْتِسَامَةٌ (SF) إبتِسَامَاتٌ (P)
To greet	سَلَّمَ/ يُسَلِّمُ/ تَسْلِيمًا (على)
To handover	سَلَّمَ/ يُسَلِّمُ/ تَسْلِيمًا (لِ)
Taxi	سَيَّارَةُ الأُجْرَةِ
Talk, conversation	حَدِيثٌ(SM) أحَادِيثُ(P)
Brief	وَجِيزٌ (Adj. SM)
To refuse, to deny	رَفَضَ/ يَرْفُضُ/ رَفْضًا
Incident	وَاقِعَةٌ (SF) وَاقِعَاتٌ (P)

LESSON — 35 الدرس — ٣٥

The Conditional Sentence الجملة الشرطية

Hamid was looking	كَانَ حَامد يبحث
for his money purse	عن كيس نقوده
here and there.	هُنَا وهُنَاكَ .
When he did not find it, he called his wife	فَلَمَّا لَمْ يَجِدْهُ نَادىٰ زَوجَتَهُ
and asked her about the purse.	وَ سألَهَا عَنِ الْكِيْسِ.
She said: I saw your purse	قَالَتْ: رَأيْتُ كِيْسَكَ
in the table's drawer.	فِي دُرْجِ الطَّاوِلَةِ.
Open the table's drawer,	إفْتَحْ دُرْجَ الطَّاوِلَةِ
you will find in it your purse.	تَجِدْفِيه كِيْسَكَ .
Hamid opened the drawer	فَتَحَ حَامِدٌ الدُّرْجَ
and found his purse.	وَ وَجَدَ كِيْسَهُ.
Hamid said to his wife:	قَالَ حَامد لِزَوْجَتِهِ:
You were saying	كُنْتِ تَقُولِيْنَ
that you would go today's (this) evening	إنَّكِ تَذْهَبِيْنَ مَسَاءَ الْيَومِ
to your friend's house,	إلَى بَيْتِ صَدِيْقَتِكِ،
then, what is your programme?	فَمَا هُوَ بَرْنَامَجُكِ؟
She said: If you return from your office	قَالَتْ: إنْ رَجَعْتَ مِنْ مَكْتَبِكَ
early I would go.	مُبَكِّرًا ذَهَبْتُ.
He said: Would you go	قَالَ: هَلْ تَذْهَبِيْنَ
to the market also?	إلَى السُّوقِ أيْضًا؟
She said: If you accompany me	قَالَتْ إنْ تُرَافِقْنِي
I would go, otherwise not.	أذْهَبْ إلَّا فَلَا.

He said: I will accompany you on	قَالَ: أُرَافِقُكِ عَلَى
the condition that you'll not prolong stay	شَرْطِ أَنْ لَا تُطِيلِي الْمُكُوثَ
in your friend's house,	فِي بَيْتِ صَدِيقَتِكِ
because if you prolong stay	لِأَنَّهُ إِنْ أَطَلْتِ الْمُكُوثَ
the market would close	تَنْغَلِقِ السُّوقُ
and when the market is closed	وَمَتَى تَنْغَلِقِ السُّوقُ
our going there will not be useful.	لَا يُفِدْنَا الذَّهَابُ إِلَيْهَا.
When Hamid was talking	عِنْدَمَا كَانَ حَامِد يَتَكَلَّمُ
to his wife,	مَعَ زَوْجَتِهِ
their daughter came and (she) said:	جَاءَتْ ابْنَتُهُمَا وَقَالَتْ:
I don't have a pen to write with.	مَاعِنْدِى قَلَمٌ أَكْتُبُ بِهِ.
I dropped my pen and spoiled its nib.	أَسْقَطْتُ قَلَمِي وَأَفْسَدْتُ سِنَّهُ.
Hamid took out his pen	أَخْرَجَ حَامِد قَلَمَهُ
and gave it to her saying:	وَأَعْطَاهَا لَهَا قَائِلًا:
Guard it from (against) falling.	حَافِظِى عَلَيْهِ مِنَ السُّقُوطِ.
If you guard it, it will be with you	إِنْ تُحَافِظِى عَلَيْهِ يَكُنْ مَعَكِ
and you will write	وَسَتَكْتُبِينَ
in beautiful handwriting always.	بِخَطٍّ جَمِيلٍ دَائِمًا.
And if you drop it, you will spoil its nib.	وَمَتَى تُسْقِطِيهِ تُفْسِدِى سِنَّهُ.
The girl took the pen from her father	أَخَذَتِ الْبِنْتُ الْقَلَمَ مِنْ أَبِيهَا
and thanked him and left for the school.	وَشَكَرَتْهُ وَخَرَجَتْ لِلْمَدْرَسَةِ.
When Hamid returned (to) home	عِنْدَمَا رَجَعَ حَامِد إِلَى الْبَيْتِ
in the evening, his son Khalid showed him	فِي الْمَسَاءِ أَرَاهُ وَلَدُه خَالِد
the school report.	التَّقْرِيرَ الْمَدْرَسِيَّ
The report was not satisfactory.	لَمْ يَكُنْ التَّقْرِيرُ مُرْضِيًا.
Khalid had failed in two subjects.	كَانَ خَالِد قَدْ رَسَبَ فِي مَادَّتَيْنِ.

English	Arabic
The father said to his son:	قَالَ الْأَبُ لِوَلَدِهِ:
It seems that you don't work hard	يَبْدُو أَنَّكَ لَاتَجْتَهِدُ
in your lessons (classes).	فِيْ دُرُوسِكَ .
You (must) know that he who works hard,	إِعْلَمْ أَنَّ مَنْ يَجْتَهِدْ
passes in the examination.	يَنْجَحْ فِي الْإِمْتِحَانِ
And he who passes in the school examination,	وَمَنْ يَنْجَحْ فِي إِمْتِحَانِ الْمَدْرَسَةِ
succeeds in life.	يَنْجَحْ فِي الْحَيَاةِ.
And he who succeeds in life,	وَمَنْ يَنْجَحْ فِي الْحَيَاةِ
the world respects him.	تُكْرِمْهُ الدُّنْيَا.
The boy said: I understood that	قَالَ الْوَلَدُ: فَهِمْتُ مَا
you (have) said, o' my father.	قُلْتَهُ يَاأَبِي.
I will work harder than before and pass	أَجْتَهِدُ أَكْثَرَ مِنْ قَبْلُ وَأَنْجَحُ
in the final examination with the rank	فِي الْإِمْتِحَانِ النِّهَائِي بِدَرَجَةِ
"distinction".	"إِمْتِيَازْ"

Grammar:

There are a few particles which are used for obtaining the conditinal sentences. They are known as particles which silence two present tense verbs to obtain this meaning. Some of these particles are as follows:

إِنْ، مَتَى and مَنْ . In such kind of sentence the first clause or part is called شَرْط i.e. condition (which portion in English is known as protasis) and the second clause or part is called جَواب الشرط i.e. answer of the condition or the result of the condition (which portion in English is known as apodosis).

In the case of particles as above and few more similar particles, there may be four alternative ways of obtaining conditional sentences and they are as follows:

(1) إِنْ رَجَعْتَ مِنْ مَكْتَبِكَ مُبَكِّرًا ذَهَبْتُ

(2) إِنْ تَرْجِعْ مِنْ مَكْتَبِكَ مُبَكِّرًا ذَهَبْتُ

(3) إنْ رَجَعْتَ مِنْ مَكْتَبِكَ مُبَكِّراً أَذْهَبْ

(4) إنْ تَرْجِعْ مِنْ مَكْتَبِكَ مُبَكِّرًا أَذْهَبْ

All the four sentences above would mean:

"If you return from your office early, I would go."

Now, let us examine the four sentences above. In sentence no. 1 both the verbs رَجَعْتَ and ذَهَبْتُ are in the past tense. In sentence no. 2 the first verb تَرْجِعْ is in present jussive mood and the second verb ذَهَبْتُ is in the past tense. In sentence no. 3 the first verb رَجَعْتَ is in the past tense while the second verb أَذْهَبْ is in the present jussive mood. And finally, in the fourth sentence both the verbs تَرْجِعْ and أَذْهَبْ are in the present jussive mood and it is from this usage that we say that particle إنْ and similar other particles silence the last letters of two present tense verbs—the first verb which poses conditon and the second verb which constitutes answer to the condition and hence the Arabic terminology شَرط and جَوَاب . However, it may be noted very carefully and once for all that all the four foregoing ways are tenable for this kind of conditional sentences.

In case of a sentence which consists of one imperative verb and the other in the present jussive mood, though it is often taken by beginners as شَرط and جواب الشرط, however, in Arabic grammar terminology we call it طَلَب and جَواب الطلَب i.e. demand and answer to demand, e.g.

Open the table's drawer, you will find in it your purse. — إفْتَحْ دُرْجَ الطَّاوِلَةِ تَجِدْ فِيهِ كِيْسَكَ

In the foregoing sentence the first verb إفْتَحْ (open) is in the imperative mood and the second verb تَجِدْ (you'll find) is in the present jussive mood and hence, the first verb إفْتَحْ is the demand (order/ request) i.e. طَلَبْ and تَجِدْ is the answer to the demand (order/ request) and the sentence falls in the category of طَلَب and جَوَاب الطَلَب as very distinct from the شَرط and جَوَاب الشَرط.

In some cases, in the conditional sentences that begin with إنْ the answer to the condition begins with فَ, e.g. If he gives you food, then you should eat it. إنْ قَدَّمَ لَكَ الطَّعَامَ فَتَأْكُلْهُ

In the sentence above فَ has been translated as 'then'. It is often so.

It may also be noted here that an unlikely condition is obtained by using the particle لَو often followed by لَ, e.g

If I were present,	**لَو كُنْتُ مَوجُودًا**
I would have done justice to you.	**لأنصَفْتُك**
If you had come five minuts before, you would have met your friend.	**لَو كُنْتَ حَضَرْتَ قَبْلَ خَمسِ دَقَائِق لَقَابَلْتَ صَدِيقَك**

However, there are always simpler ways to give expression to these kinds of meanings that you would learn with the passage of time.

Exercises:

(1) Translate into Arabic:

Last Sunday, in the morning at about 9.00 am, I was all set to go out that my phone rang. I took the call. It was my friend and classmate Rizwan. After formal enquiries about health and family Rizwan said: Ravi you know, our examinations are fast approaching. My father has told me: If you pass I will give you a new watch and if you fail I will stop your monthly pocket allowance for the year. I thought we should make a programme for combined studies. Why don't you come to Joseph's house in the afternoon. If we meet, we can make our future programme of studies. I said: If you come there , I will also come about 3.00 PM. I said: I wish shyam were not ill these days. If he were with us, we would have solved maths problems easily. He is really good. Rizwan said: Don't worry! He will soon be all right. When he returns home from the hospital, we will contact him and take his help. He said: Good, we will meet at Joseph's place (house) at 3.00 PM and till then bye! I said: Good bye. In the meantime my mother entered the room and I told her about our programme for studies, she was happy. She said: Work hard. This time you should get first division. If you get first division, I will give you money to buy your cricket set. I said: Please give me ten rupees now for transport. She said: Open the drawer, you'll find money.

(2) Translate into Englsih:

أنا وَلَدٌ يُطْلَقُ عَلَيَّ وَلَدٌ كَسْلَان حَيْثُ أنّنِي دَائِمًا أُوَجِّلُ عَمَلِي إلى وَقْتٍ آخر. لَا أوَدُّ أدَاءَ وَاجِبِي فِي وَقْتِه وَ حَتّى لِلْمَدْرَسَةِ أتَأخّرَ فِي كُلّ يَوْمٍ تَقْرِيبًا. وَبِالنّتِيجَةِ يَفُوتُنِي بَعْضُ الدُّرُوسِ وَلا أجْتَازُ فَصْلًا فِي أقَلّ مِن عَامَيْنِ. دَائِمًا أتَكَاسَلُ حَتّى فِي الْقِيَامِ مِنَ النَّومِ وَقَلَّمَا أتَحَمَّمُ قَبْلَ الذَّهَابِ إلَى الْمَدْرَسَةِ. لَقَد سَئِمَ مِنّى كُلُّ شَخصٍ فِي الْبَيْتِ وَكَذَلِك فِي المَدْرَسَةِ . وَلكنّنى هَذِهِ الْمَرَّةَ قَبْلَ أسْبُوعٍ اوثَلَاثَةِ أسَابِيْعَ مَرِضْتُ وَاخَذُونِي لِلْمَشْفَى وأدْخَلُونِي فِيه. قَدِمَ الدَّكَاتِرَةُ لِمُعَايَنَتِي وَوَجَدُونِي وَسِخًا. وَقَالُوا رُبّمَا هُوَ السَّبَبُ وَالْكَسَلُ اخذَ ثَمَنَهُ فِي صِحّتِي. قَالُوا لِي: يَنْبَغِي أنْ تُغَيّرَ عَادَاتِك . يَلْزَمُ أنْ تَسْتَيْقِظَ مُبَكّرًا وَ تَخرُجَ لِلنُّزهَةِ لأنّك إذَا خَرَجْتَ فِي الصَّبَاحِ الْبَاكِرِ تَسْتَنْشِقُ الْهَوَاءَ الصَّافِي الْخَالي مِنَ التّلَوُّثِ وَيَلْزَمُ انْ تَتحَمَّمَ كُلَّ صَبَاحٍ قَبْلَ الذَّهَابِ إلَى الْمَدْرَسَةِ. إنْ فَعَلْتَ ذَلِك يُحْبِبْك الزُّمَلَاءُ والاسَاتِذَةُ وَمَتَى يُحْبِبْك الزُّمَلاءُ يَعْتَنُوا بِك أكْثَرَ ويُسَاعِدُوك فِي إتْمَامِ الْوَاجِبِ الْمَدْرَسِي . وَمَنْ يُتْمِمْ الْوَاجِبَ المَدْرَسِي يَنْجَحْ فِي الإمْتِحَانِ وَ مَنْ يَنْجَحْ فِي الإمْتِحَانِ يَكُنْ مُسْتَقْبَلُهُ حَسَنًا. فَعَرَفْتُ انَّ سَبَبَ فَشْلِي يَكْمُنُ فِي كَسَلِي. لَو لَمْ يَكُنْ كَسَلِي لَمَا ضَيَّعْتُ سِنِينَ. شَعَرْتُ بالنَّدَمِ فَقَالَ لِي وَالِدِي: لَا بَأْسَ. إفْتَحْ بَابًا جَدِيْدًا فِي الْحَيَاةِ مِنَ الْيَومِ تَنْجَحْ فِي الْحَيَاةِ وَ تَسْعَدْ.

(3) Use all the particles of condition you have known in sentences/ paragraph/s of your own.

Glossary	الكلمات العسيرة
To search, to look for	بَحَثَ / يَبحَثُ / بَحْثًا (عَنْ)
Purse, bag	كِيْسٌ(SM) أكْيَاسٌ (P)
Money	نَقْدٌ (SM) نُقُودٌ(P)
To call	نَادَى / يُنَادِي / مُنَادَاةً
Drawer (of table etc.)	دُرْجٌ(SM) أدْرَاجٌ (P)
To accompany	رَافَقَ / يُرَافِقُ / مُرَافَقَةً
Early	مُبَكّرًا (Adv.)
To Prolong	أطَالَ / يُطِيْلُ / إطَالَةً

To stay	مَكَثَ / يَمْكُثُ / مُكُوثًا
To be closed	إنْغَلَقَ / يَنْغَلِقُ / إنْغِلاقًا
To be useful, to benefit	أفَادَ / يُفِيْدُ / إفَادَةً
To drop	أسْقَطَ / يُسْقِطُ / إسْقَاطًا
To spoil	أفْسَدَ / يُفْسِدُ / إفْسَادًا
Nib	سِنٌّ (SF) أسْنَانٌ (P)
To take out	أخْرَجَ / يُخْرِجُ / إخْرَاجًا
To guard, to protect	حَافَظَ / يُحَافِظُ / مُحَافَظَةً (عَلَى)
Handwriting	خَطٌّ (SM)
To thank	شَكَرَ / يَشْكُرُ / شُكْرًا
To show	أرَى / يُرِى / إرَاءةً
Report	تَقْرِيْرٌ (SM) تَقَارِيْرُ (P)
School report	التَّقْرِيْرُ الْمَدْرَسِى
Satisfactory, pleasing	مُرضٍ (مُرْضِى) (Adj. SM)
To fail	رَسَبَ / يَرْسُبُ / رُسُوبًا
Subject (in school)	مَادَّةٌ (SF) مَوَادُّ (P)
To appear	بَدَا / يَبْدُو / بِدَايَةً
To work hard	إجْتَهَدَ / يَجْتَهِدُ / إجْتِهَادًا
To pass, to be successful	نَجَحَ / يَنْجَحُ / نَجَاحًا
To respect	أكْرَمَ / يُكْرِمُ / إكْرَامًا
To understand	فَهِمَ / يَفْهَمُ / فَهْمًا
Division, rank	دَرَجَةٌ (SF) دَرَجَاتٌ (P)
Distinction	إمْتِيَازٌ
To offer, to give	قَدَّمَ / يُقَدِّمُ / تَقْدِيْمًا
To do justice	أنْصَفَ / يُنْصِفُ / إنْصَافًا

To be all set, to be ready	اسْتَعَدَّ/ يَسْتَعِدُّ/ اِسْتِعْدَادًا
All set, ready	مُسْتَعِدٌّ (Adj. SM)
To go out	خَرَجَ/ يَخْرُجُ/ خُرُوجًا
To ring (bell/telephone)	رَنَّ/ يَرِنُّ/ رَنِينًا
Telephone	تِلفُونٌ (SM)
Classmate, colleague	زَمِيلٌ (SM) زُمَلَاءُ(P)
Formal	رَسْمِيٌّ (Adj. SM)
Enquiries	إسْتِعْلَامٌ (SM) إسْتِعْلَامَاتٌ (P)
To approach	اِقْتَرَبَ/ يَقْتَرِبُ/ اِقْتِرَابًا
To stop (s. o.)	وَقَّفَ/ يُوَقِّفُ/ تَوْقِيفًا
Pocket money	مَصْرُوفُ الْجَيْبِ
To think	اِفْتَكَرَ / يَفْتَكِرُ/ اِفْتِكَارًا
To fail	رَسَبَ/يَرْسُبُ/ رُسُوبًا
Monthly	شَهْرِيٌّ (Adj. SM)
Programme	بَرْنَامَجٌ (SM) بَرَامِجُ (P)
To make programme	إعْدَادُ الْبَرْنَامَجِ/ وَضْعُ الْبَرنَامَجِ
To prepare (s. th.)	أَعَدَّ/ يُعِدُّ/ إعْدَادًا
To lay out, to put	وَضَعَ/ يَضَعُ/ وَضْعًا
Combined, joint	مُشْتَرَكٌ (VN/ Adj. SM)
Future i.e. Pertaining to future	مُسْتَقْبَلِيٌّ (Adj. SM)
I wish	يَا لَيْتَ
To want, to wish	وَدَّ/ يَوَدُّ/ وَدًّا
To solve	حَلَّ/ يَحُلُّ/ حَلًّا
Problem	مُشْكِلَةٌ (SF) مَشَاكِلُ (P)
Mathematical/ pertaining to mathematics	رِيَاضِيٌّ (Adj. SM)

Mathematics/ maths	عِلْمُ الرِّيَاضِيَّات
Good	جَيِّدٌ (Adj. SM)
Really	حَقًّا (Adv.) / فِي الْوَاقِعِ
To worry	قَلِقَ/ يَقْلَقُ/ قَلَقًا
To be right, to improve	تَحَسَّنَ/ يَتَحَسَّنُ/ تَحَسُّنًا
To return	رَجَعَ/ يَرْجِعُ/ رُجُوعًا
To return	عَادَ/ يَعُودُ/ عَودَةً
Hospital	مَشْفَى (SM) مَشَافِي (مَشَافٍ) (P)
To contact	إتَّصَلَ/ يَتَّصِلُ بِ / إتِّصَالاً
To take help	إسْتَعَانَ/ يَسْتَعِيْنُ/ إسْتِعَانَةً
We will take his help.	نَأْخُذُ مُسَاعَدَتَهُ
To meet, to assemble	إجْتَمَعَ/ يَجْتَمِعُ/ إجْتِمَاعًا
Bye	مَعَ السَّلَامَةِ
In the meantime	فِي نَفْسِ الْوَقْتِ
Study	دِرَاسَةٌ (SF) دِرَاسَاتٌ (P)
Revision (of lesson)	مُذَاكَرَةٌ (SF)
Happy	سَعِيْدٌ (Adj. SM) سُعَدَاءُ (P)
First division	جَيِّد جِدًّا/ الدَّرَجَةُ الأُوْلَى
Second division	جَيِّد/ الدَّرَجَةُ الثَّانِيَةُ
Third division	مَقْبُولٌ/ الدَّرَجَةُ الثَّالِثَةُ
Cricket set	أدَوَاتُ الْكِرِيكِيت
Money, fils	فِلْسٌ (SM) فُلُوسٌ (P)
Rupee/ Rs.	رُوبِيَةٌ (SF) رُوبِيَاتٌ (P)
Transport	نَقْلٌ

For transport	لِلنَّقْلِ
To call	أطْلَقَ/ يُطْلِقُ عَلَى
Lazy	كَسْلَانُ (Adj. SM) كُسَالَى(P)
As, because	حَيْثُ
Always	دَائِمًا
To postpone	أجَّلَ/ يُؤَجِّلُ/ تَأْجِيْلًا
Performance	أدَاءٌ
Duty; assignment	وَاجِبٌ (SM) وَاجِبَاتٌ (P)
Almost	تَقْرِيْباً
As a result	بِالنَّتِيجَةِ
To miss	فَاتَ/ يَفُوتُ/ فَوَاتًا
I miss some lesson	يَفُوتُنِي بَعْضُ الدُّرُوسِ
To Pass	إجْتَازَ/ يَجْتَازُ/ إجْتِيَازًا
Class	فَصْلٌ (SM) فُصُولٌ (P)
To be lazy	تَكَاسَلَ/ يَتَكَاسَلُ/ تَكَاسُلًا
Hardly	قَلَّمَا
To take bath	تَحَمَّمَ/ يَتَحَمَّمُ/ تَحَمُّمًا
To be sick with, to be tired with	سَئِمَ/ يَسْأَمُ/ سَآمَةً
To fall sick	مَرِضَ/ يَمْرَضُ/ مَرَضًا
To admit	أدْخَلَ/ يُدْخِلُ/ إدْخَالًا
Doctor	دُكْتُورٌ (SM) دَكَاتِرَةُ(P)
Doctor	طَبِيْبٌ (SM) أطِبَّاء (P)
To see, to check	عَايَنَ/ يُعَايِنُ/ مُعَايَنَةً
Dirty	وَسِخٌ (Adj. SM)

Perhaps	رُبَّمَا
Has taken its toll in my health	أخَذَ ثَمَنَه فِي صِحَّتِي
To breathe	إِسْتَنْشَقَ / يَسْتَنْشِقُ / إِسْتِنْشَاقًا
Pure air	الهَوَاءُ الصَّافِي
Devoid of	خَالِي (خَالٍ) مِنْ (Adj. SM)
Pollution	تَلَوُّثٌ
To be necessary, must	لَزِمَ / يَلْزَمُ / لُزُومًا
To care for, to take care of	إِعْتَنَى / يَعْتَنِي / إِعْتِنَاءً بِ
To complete, to finish	أَتَمَّ / يُتِمُّ / إِتْمَامًا
Future	مُسْتَقْبَلٌ
Good	حَسَنٌ
Failure	فَشَلٌ / رُسُوبٌ
Laziness	كَسَلٌ
To be hidden, to hide	كَمَنَ / يَكْمُنُ / كُمُونًا
To waste	ضَيَّعَ / يُضَيِّعُ / تَضْيِيعًا
Year	سَنَةٌ (SF) سِنُونٌ / سَنَوَاتٌ (P)
To feel	شَعَرَ / يَشْعُرُ

Grammar At Finger Tips

Things to remember

Arabic Verb:

As Mentioned earlier, majority of Arabic verbs are triliteral. It is from these triliteral verbs that a variety of derived verbs is extracted by doubling the second letter of the verb, or by prefixing or interfixing one, two or three letters. Let us take for example فَعَلَ.

فَعَلَ as can be seen is a triliteral verb i.e. a verb which consists of three original letters. Hereinbelow a list of derived forms of verbs is provided:

Form I: فَعَلَ original verb.

Form II: فَعَّلَ 2nd letter is doubled.

Form III: فَاعَلَ Alif is interfixed after the first letter.

Form IV: أَفْعَلَ Alif is prefixed i.e. placed before the first letter.

Form V: تَفَعَّلَ Ta is prefixed i.e. placed before the first letter and the second original letter is doubled.

Form VI: تَفَاعَلَ Ta is prefixed i.e. placed before the first letter and alif is interfixed after the first original letter.

Form VII: إنفَعَلَ Alif and noon are prefixed i.e. placed before the first letter.

Form VIII: إفْتَعَلَ Alif is prefixed i.e. placed before the first letter and Ta is interfixed after the first letter.

Form IX: إفْعَلَّ Alif is prefixed i.e. placed before the first letter and last letter is doubled.

Form X: إسْتَفْعَلَ Alif, Seen and Ta are prefixed i.e. placed before the first letter.

Notes:

(1) Practically, we can not extract all the derived forms from any given triliteral verb.

(2) Each derived form has a semantic charactersitic or two attached to it.

General features of derived forms of verbs:

Form II: Allocates the meaning to transitive e.g.
To tear مَزَّقَ / يُمَزِّقُ / تَمْزِيقًا

Form III: Allocates the meaning to do something together, e.g.
To fight some one قَاتَلَ / يُقَاتِلُ / مُقَاتَلَةً

Form IV: Allocates the meaning to causative, e.g.
To seat, to cause to sit أجلَسَ / يُجْلِسُ / إجْلَاسًا

Form VI Allocates the meaning to mutuality of action, e.g.
To fight one another تَقَاتَلَ / يَتَقَاتَلُ / تَقَاتُلًا

Form VII: Allocates the verb to reflexive meaning, e.g.
To be broken اِنْكَسَرَ / يَنْكَسِرُ / انْكِسَارًا

Form VIII: Allocates the meaning to intransitive or reflexive, e.g.
To abstain اِمْتَنَعَ / يَمْتَنِعُ / اِمْتِنَاعًا

Form IX : Allocates the meaning to colour or physical defect, e.g.
To turn red اِحْمَرَّ / يَحْمَرُّ / إِحْمِرَارًا

Form X: Allocates the meaning to asking, e.g.
To ask s. o. to come. اِسْتَقْدَمَ / يَسْتَقْدِمُ / إِسْتِقْدَامًا

These are only the general features of the derived forms of the verbs. Dictionary should be consulted to know the right meaning/s of the verb.

Some Small Grammar Points:

* بَيْنَ is basically a preposition which means 'between' and among etc. It also causes kasrah to the last letter of a noun it preceds thus placing the noun in the genitive case, e.g.

(1) I entered the room and stood between the teacher and the blackboard
دخلتُ الفَصْلَ وَ وَقَفْتُ بَيْنَ المُدَرِّسِ وَالسَّبُّورَةِ

(2) I sowed discord between the father and his son
زَرَعْتُ الخِلَافَ بَيْنَ الوَالِدِ وَوَلَدِهِ

(3) I sat between the two friends جَلَسْتُ بَيْنَ الصَّدِيْقَيْنِ

(4) There was long distance between me and my brother
كَانَتِ الْمَسَافَةُ طَوِيْلَةً بَيْنِي و بَيْنَ أخِي

(5) Who was sitting between you and her in the church?
مَنْ كَانَ جَالِسًا بَيْنَكَ و بَيْنَهَافِي الكَنِيْسَةِ؟

Note carefully that when بَيْنَ is followed by a personal attached pronoun indicating your, his etc, then in that case بَيْنَ is repeated as you can see in sentences 4 & 5 and when بَيْنَ is used with nouns, it is not repeated as is the case with sentences 1, 2 & 3. بَيْنَ is indeclinable.

* كُلٌّ is a noun which means among other things 'all' and 'each'. It also functions like a preposition and invariably places the noun it preceds in the genitive case. When it has to be used to mean 'each', it is placed in construct position before a singular noun without the definite article ال and it would also decline normally according to the case, e.g.

(1) Each student came for the class. قَدِمَ كُلُّ طَالِبٍ لِلْفَصْلِ

(2) I spoke to each student in the class كَلَّمْتُ كُلَّ طالِبٍ فِي الفَصْلِ

(3) I advised each student in the class أشَرْتُ عَلَى كُلِّ طالِبٍ فِي الفَصْلِ

In the meaning of 'all' كُلّ is placed before a plural noun bedecked with the definite article ال or before a plural pronoun, or the noun that may be ascribed to another noun and thus defined, e.g.

(1) All the students attended the class حَضَرَ كُلُّ الطُّلَّابِ الفَصْلَ

(2) All the students of the class attended حَضَرَ كُلُّ طُلّابِ الفَصْلِ

the prize distribution function حَفْلَةَ تَوزِيْعِ الْجَوائِزِ

(3) I saw all of them eating their lunch رَأيْتُ كُلَّهم يأكُلُونَ غَدَائَهُم

(4) I went to all of them one by one ذَهَبْتُ إلَى كُلِّهِم وَاحِدًا واحِدًا

* كِلَا and كِلْتَا are nouns meaning both for masculine & feminine respectively. They fall in the category of indeclinable nouns i.e. to say that their terminal alifs don't change in any of the three cases i.e. كِلَا & كِلْتَا remain unchanged in the nominative, accusative & genitive cases. For example:

A.	(1) Both the boys came	قَدِمَ كِلَا الوَلَدَيْنِ	الف:
	(2) I saw both the boys	رَأَيْتُ كِلَا الوَلَدَيْنِ	
	(3) I sat with both the boys	جَلَسْتُ مَعَ كِلَا الوَلَدَيْنِ	
B.	(1) Both the girls came	قَدِمَتْ كِلْتَا البِنْتَيْنِ	ب:
	(2) I saw both the girls	رأيْتُ كِلْتَا البِنْتَيْنِ	
	(3) I sat with both the girls	جَلَسْتُ مَعَ كِلْتَا البِنْتَيْنِ	

Note that the alifs of كِلَا and كِلْتَا have not changed. Note also that كِلَا and كِلْتَا are always placed in construct position with a dual noun.

Note also that alifs of كِلَا and كِلْتَا remain unchanged only when they are ascribed to nouns as shown above. However, when كِلَا and كِلْتَا are ascribed to dual possessor personal pronouns, they decline as follows:

A.	(1) Both of them (M. D.) came	قَدِمَ كِلَاهُمَا	الف:
	(2) I saw both of them (M.D.)	رَأَيْتُ كِلَيْهِمَا	
	(3) I sat with both of them (M.D.)	جَلَسْتُ مَعَ كِلَيْهِمَا	
B.	(1) Both of them (F.D.) came	قَدِمَتْ كِلْتَاهُمَا	ب:
	(2) I saw both of them (F.D.)	رَأَيْتُ كِلْتَيْهِمَا	
	(3) I sat with both of them (F.D)	جَلَسْتُ مَعَ كِلْتَيْهِمَا	

The predicate or verb that follows كِلَا and كِلْتَا for some reason may be dual as generally maintained or singular. For example:

Both of them are present	كِلَاهُمَا مَوْجُودَانِ or مَوْجُودٌ
Both the boys attended the class.	كِلَا الْوَلَدَيْنِ حَضَرَا الفَصْلَ or حَضَرَ الفَصْلَ

Same rule applies to كِلْتَا .

* كَمْ is a particle used as an interrogative and exclamative as follows:

A. When used as interrogative كَمْ is followed by a singular noun in the accusative case, e.g.

(1) How many books do you have?	كَمْ كِتَابًا عِنْدَكَ؟
(2) How many teachers are there in the university?	كَمْ مُدَرِّسًا فِي الْجَامِعَةِ

In its capacity as interrogative particle كَمْ may be followed by مِنْ and in this case the noun will be plural bedecked with ال and in the genitive case, e.g.

(1) How many books do you have?	كَمْ مِنَ الْكُتُبِ عِنْدَكَ
(2) How many teachers are there in the university	كَمْ مِنَ الْمُدَرِّسِيْنَ فِي الْجَامِعَةِ

B. When used as exclamative particle كَمْ is followed by a singular noun in the genitive case, e.g.

You have so many books!	كَمْ كِتَابٍ عِنْدَكَ!
There are so many teachers in the university!	كَمْ مُدَرِّسٍ فِي الْجَامِعَةِ!

* س defines the meaning of present imperfect in the near future and سَوفَ defines the meaning of the present imperfect in the (distant) future, e.g.

(1) I go to the school	أَذْهَبُ الَى الْمَدْرَسَةِ
(2) I will soon go to the school	سَأَذْهَبُ إِلَى الْمَدرسَةِ
(3) I will go to the school	سَوفَ أَذْهَبُ إِلَى الْمَدْرَسَةِ

* أَخَذَ (and similar verbs) followed by the present indefinite verb modifies the meaning 'to begin' and the meaning of the verb that follows أَخَذَ e.g.

He began to eat	أَخَذَ يَأْكُلُ
He began to write	أَخَذَ يَكْتُبُ

* يَتِمُّ followed by the infinitive form of verb changes the meaning to passive in present and future as follows:

(1) Goats are slaughtered for eating — يَتِمُّ ذبحُ الشِّيَاةِ لِلأكْلِ

(2) The students will be sent to London next month. — سَوفَ يَتِمُّ إرْسالُ الطَّلَبَةِ إلى لُندُنْ في الشَّهرِ القَادِمِ

(3) The restrictions shall be removed in the near future. — سَتَتِمُّ إزَالَةُ القُيُودِ في القَرِيْبِ العَاجِلِ

تَمَّ followed by infintive modifies the meaning in the past passive voice e.g.

(1) The goats were slaughtered for the feast. — تَمَّ ذَبحُ الشِّيَاةِ لِلْوَلِيْمَةِ

(2) Yes, all the mistakes have been removed. — نَعَمْ، تَمَّتْ إزَالَةُ كُلِّ الأخْطَاءِ

* فَعَّالٌ pattern is generally used for indicating that the person does some work as his profession, e.g. while from خاط he stitched or sewed خائط would mean some one who stitches, but خَيَّاطٌ would mean some one who stitches necessarily as a professional. Nouns for all professionals will be drawn or cast on this pattern.

* We have talked about imperative verbs and how they are made from trilitiral and derived forms of verbs. We have also known that imperative is made only from the second person verbs. It may also be noted that imperative is also used as request and surely when it is modified by using مِنْ فَضْلِكَ or some other such expression, e.g.

(1) Go or please go — إذْهَبْ

(2) Please go — إذْهَبْ مِنْ فَضْلِكَ

In some way or other we also convey our order or request or intention to the III & the I persons, e.g. we might say: let him do this & let me eat. To achieve this meaning in Arabic we use ل with kasrah and term this ل as ل of imperative i.e. لَامِ الأمْرِ. This ل causes all those alterations to the verb that obtain in imperative e.g.

(1) Let him go to the calss. — ١. لِيَذْهَبْ إلَى الفَصْلِ

(2) Let them (2-men) go to the class. — ٢. لِيَذْهَبَا إلَى الفَصْلِ

(3) Let them (all men) go to the class. — ٣. لِيَذْهَبُوا إلَى الفَصْلِ

(4) Let her go to the class. — ٤. لِتَذْهَبْ إلَى الفَصْلِ

(5) Let them (2-women) go to the class. ٥. لِتَذْهَبَا إِلَى الفَصْلِ

(6) Let them (all women) go to the class. ٦. لِيَذْهَبْنَ إِلَى الفَصْلِ

(7) Let me go to the class. ٧. لِأَذْهَبْ إِلَى الفَصْلِ

(8) Let us go to the class. ٨. لِنَذْهَبْ إِلَى الفَصْلِ

This ل of imperative can also similarly be used with the verbs of the second person, e.g.

You go or let you go لِتَذْهَبْ

All you (women) go or Let you all (women) go لِتَذْهَبْنَ

Often this ل is preceded by ف with Fathah without prejudice to the meaning, e.g. فَلْيَذْهَبْ. In this case ل is silenced.

* ل with kasrah is also used to modify the meaning of the present indefinite to infinitive. In this case it causes Fathah to the terminal letter of the present indefinite verbs. It also causes all the noons i.e. ن to drop except in the case of II & III persons plural feminine, e.g.

(1) He came to attend the meeting. ١. قَدِمَ لِيَحْضُرَ الإجْتِمَاعَ.

(2) They (2-men) came to attend. the meeting ٢. قَدِمَا لِيَحْضُرَا الإجْتِمَاعَ.

(3) They (all men) came to attend the meeting. ٣. قَدِمُوا لِيَحْضُرُوا الإجْتِمَاعَ.

(4) She came to attend the meeting ٤. قَدِمَتْ لِتَحْضُرَ الإجْتِمَاعَ.

(5) They (2-women) came to attend the meeting ٥. قَدِمَتَا لِتَحْضُرَا الإجْتِمَاعَ

(6) They (all women) came to attend the meeting ٦. قَدِمْنَ لِيَحْضُرْنَ الإجْتِمَاعَ

(7) You (1 man) came to attend the meeting ٧. قَدِمْتَ لِتَحْضُرَ الإجْتِمَاعَ

(8) You (2men) came to attend the meeting ٨. قَدِمْتُمَا لِتَحْضُرَا الإجْتِمَاعَ

(9) You (all men) came to attend the meeting — ٩. قَدِمْتُمْ لِتَحْضُرُوا الإجْتِمَاعَ

(10) You (1 woman) came to attend the meeting — ١٠. قَدِمْتِ لِتَحْضُرِى الإجْتِمَاعَ

(11) You (2 women) came to attend the meeting — ١١. قَدِمْتُمَا لِتَحْضُرَا الإجْتِمَاعَ

(12) You (all women) came to attend the meeting — ١٢. قَدِمْتُنَّ لِتَحْضُرْنَ الإجْتِمَاعَ

(13) I came to attend the meeting — ١٣. قَدِمْتُ لأحْضُرَ الإجْتِمَاعَ

(14) We came to attend the meeting. — ١٤. قَدِمْنَا لِنَحْضُرَ الإجْتِمَاعَ

We also known this ل as ل of cause or causative ل. There are few more particles that modify the verb similarly e.g. لِكَى/ كَىْ/ حَتّى/ أنْ. At times the verbs thus modified may be translated as 'so that', 'in order to' etc. e.g.

(1) I came so that I can attend or I came in order to attend — قَدِمْتُ لِأحْضُرَ

(2) I came so that I can attend — قَدِمْتُ حَتّى أحْضُرَ

The particle لَنْ modifies the verb as the لِ of imperative and its sisters and the meaning in future negative emphatic, e.g.

(1) I will never attend the meeting — لَنْ أحْضُرَ الإجْتِمَاعَ

(2) They (men) will never attend the meeting — لَنْ يَحْضُرُوا الإجْتِمَاعَ

(3) You (women) will never attend the meeting — لَنْ تَحْضُرنَ الإجْتِمَاعَ

* The particle مَا in addition to its other uses as mentioned earlier, is also used to indicate exclamation while at the same time it places the adjective of the comparative degree and the noun qualified by this adjective in the accusative case, e.g.

(1) How handsome the boy is! — مَا أحْسَنَ الوَلَدَ!

(2) How difficult the game is! — مَاأصْعَبَ اللُّعْبَةَ!

(3) How intelligent the teachers are! — مَا أذكى الأساتِذَةَ!

(4) How beautiful the girls are! — مَا أجْمَلَ البَنَاتِ !

* Remember that the sound plural feminine takes only kasrah in the accusative case also.

* There is a term in Arabic grammar known as بَدَل مُبْدَل مِنه (Badal Mobdal Minho) i.e. a second noun substituting the first noun. In this case the case of the بَدَل i.e. the substituting noun shall be the same as that of the noun which is substituted, e.g.

(1) The peon came his son i.e. the peon's son came — قَدِمَ الفَرَّاشُ وَلَدُه

(2) I saw the peon his son i.e. I saw the peon's son — رَأيْتُ الفَرَّاشَ وَلَدَه

It may be بَدَلُ الكُلّ i.e. one whole substituting the noun as above and it may be a part substituting a whole and thus known as بَدَلُ الجُزْء or the partitive substitute, e.g.

I wounded the boy his eye i.e. I wounded the boy's eye — جرَحْتُ الولَدَ عَيْنَه

* Particle إمَّا followed by أوْ is used in the meaning of 'either—or, e.g.

Either you will stay with us in London or I will not visit you next month. — إمَّا تُقيم عندَنا في لُندُن او لَنْ ازُورك في الشَّهرِ القَادِمِ.

Generally in the spoken Arabic إمَّا , may be followed by إمّا to mean either—or

* إنَّ، أنَّ، كَأنَّ، لَيْتَ، لكِنَّ and لَعَلَّ are particles that place the nouns that follow them in the accusative case, e.g.

(1) The teacher is present in the class — إنَّ المُدَرِّسَ مَوجُودٌ فِي الفَصْلِ

(2) He informed me in writing that his father is sick/unwell — بَلَّغَني كِتَابَةً أنَّ والِدَهُ مَرِيْضٌ

(3) It seems as if the student will not be successful in the examination — يَبْدُو كَأنَّ الطَّالِبَ لا يَنجَحُ فِي الإمْتِحَان

(4) I wish his father were present — لَيْتَ وَالِدَه مَوجُودٌ

(5) The boy is short but the girl is tall — الوَلَدُ قَصِيْرٌ وَلَكِنَّ البِنْتَ طَوِيْلَةٌ

(6) Perhaps the teacher will not come tommorrow. — لَعَلَّ المُدَرِّسِيْنَ لايَحضُرُونَ غَدًا

* Slogans like 'long live the king', and wishing good or bad are expressed vide past tense verbs though this may not be considered unflinching rule, e.g.

(1) Long live the president! عَاشَ الرَّئِيسُ!

(2) Death on the wrongdoer! مَاتَ عَامِلُ السُّوءِ!

(3) May Allah bless (you)! بَارَكَ اللّٰه

(4) May Allah help you! كَانَ اللّٰه فِي عَونِك

However, present indefinite tense verb may also be used some times, e.g.

(5) May Allah destroy your house! اللّٰه يُخَرِّبُ بَيْتَك
or May you be doomed!

* مَبْنِي i.e. indeclinable is a word that carries a certain (short) vowel which never chages in any case. e.g. أمْسِ is an indeclinable noun and this kasrah does not change, come what may. Similary, there are other nouns and verbs etc., which remain static even when they are preceded by a causative that should ordinarily change the case-terminal.

* As opposed to مَبْنِي words which are not many when compared to the corpus of Arabic words, the rest are مُعْرَب which change case terminal when it is so required for a reason, e.g. , وَلَدٌ

A boy came قَدِمَ وَلَدٌ

I saw a boy رَأيْتُ وَلَدًا

I sat with a boy جَلَسْتُ مَعَ وَلَدٍ

These معرب words include nouns and present tense verbs. Of these the nouns are also categorised as triptotical i.e. words or nouns that inflect fully according to the case. Some of the words or nouns which do not inflect fully are categorised as untriptotical or غَيْر مُنْصَرِف These nouns are those which do not admit nunnation & Kasrah in the genitive case, e.g. مَسَاجِدُ the plural of مَسْجِدٌ.

(1) These are mosques هٰذه مَسَاجِدُ

(2) I saw the mosques رأيْتُ مَسَاجِدَ

(3) I went to the mosques ذَهَبْتُ إِلَى مَسَاجِدَ

Beside some other specified nouns, all plural nouns having alif as third letter followed by kasrah, are untriptotical. However, when these plurals are defined either by the definite article ال or when placed in construct position, then in that case they accept Kasrah also, e.g.

(1) I went to the mosques ذَهَبْتُ إِلَى الْمَسَاجِد

(2) I went to the mosques of the city ذَهَبْتُ إِلَى مَسَاجِدِ الْمَدِيْنَةِ

Additionly, adjective of comparative degree is treated as untriptotical. All adjectives of colour and physical defect on the pattern of أَفْعَل are treated as untriptotical.

* In Arabic all nouns are divided into two categories i.e. (1) Masculine & (2) feminine. There is no neutral gender. All nouns may be considerd as masculine gender nouns unless they specifically denote female objects. All nouns terminating with ta ة marboota are feminine gender nouns unless they are specifically used for masculine objects.

* Originally, Arabic did not have vowels or diacritical marks like we know them now as Ḍammah, Fatḥah and Kasrah, because it was restricted to the native speakers in the Arabian peninsula. However, with the arrival and spread of Islam when Arabic also came out of its enclosure and travelled to other neighbouring and far off countries where Islam was accepted as faith, it came to be learnt by 'unnatural speakers', who often committed serious mistakes in reading religious texts. This necessitated that Arabic should evolve a system to enable learners to handle it correctly and thus grammar wàs created which may rightly be called 'the constitution of the language', and the vowel or diacritical marks were determined as they are known today. They are Ḍammah—an open stomached coma above a letter, Fatḥah—a diagonal mark above a letter and kasrah a diagonal mark under a letter. When these marks are placed in twos, then they are called تنوين Tanween thus giving a terminal nunnation sound. When placed above or below the terminal letter of a noun, these very same vowel points are known as Raf'a, Nasb and Jarr, thus indicating cases—nominative, accusative and genitive respectively. A small circle 'o' above a letter is known as سُكُون

sokoon, and when placed above the terminal letter then it is known as جَزْم Jazm and the word/noun is considered to be in the apocopate form. The function of this vowel is to create a stop, thus becoming a part of the syllable preceding it.

* There are words in Arabic which contain a letter twice. In this case that letter is written only once but read twice with the help of شَدَّة Shadda which symbol is represented by a sign consisting of three teeth (ّ) .

* All 28 letters of Arabic are known as consonants. However, و, ا and ى function as (semi) elongative vowels while preceded by a letter carrying a vowel point representing that sound, e.g. بَا, بُو and بِى. In case of elongative الف sound it is supposed that alif is followed by another alif, thus ا + ا and hence it is written as آ or ٰا. It may be noted that this elongated الف obtains only in the beginning of a word.

* When these two semi vowels i.e. و, & ى are preceded by a letter carrying a fathah, then it is called dipthong, e.g. بَوْنٌ i.e. و preceded by fathah and thus causing a sound as in 'bowler' and بَيْنَ as in 'by' when ى is preceded by fathah.

* It has always been considered very difficult to handle correctly the prepositions in any language and it is specially difficult to handle them correctly and accurately if it is the acquired language of the user. In Arabic also it is difficult for the given reasons and due to regional differences. For example it may be فِى that is used in the meaning of 'at' in certain meaning in certain countries while على might replace it in some other countries or regions. It is suggested that the preposition ب is used to mean 'in' in the context of cities, e.g. بِدِلْهِى i.e. in Delhi and فِى is used to mean 'in' in the context of countries, e.g. فِى الهِنْد i.e. in India. However, it is not a very hard and fast rule. These two prepositions may be used inversely in the said context. Generally, learners and scholars alike confuse the use of عَلَى and فوق. عَلَى means 'on', and فَوق means 'above'. Thus neither of them would replace the other.

* In Arabic there are three numbers—singular, dual and plural. As explained, dual is obtained from a singular noun by adding ان at the end of a singular noun. For example وَلَدٌ would become وَلَدٌ+ان = وَلَدَانِ. This

form is known as dual in the nominative case. In the accusative and genitive cases ان is replaced with يَن i.e. وَلَدَيْن.

(1) Two boys came (nominative case) قَدِمَ وَلَدَانِ

(2) I saw two boys (accusative case) رأيْتُ وَلَدَيْنِ

(3) I sat with two boys (genitive case) جَلَسْتُ مَعَ وَلَدَيْنِ

In case of nouns terminating with Ta ة Marboota, the ta is written as stretched ta and joined to the alif or Ya of the dual , e.g.

Nominative case مُدَرِّسَةٌ +ان= مُدَرِّسَتَانِ

Accusative & Genitive cases مُدَرِّسَتَيْنِ

* About the plurals, there are two kinds fo plural nouns—(1) broken plural and (2) sound plural.

(1) Broken plural is the one in which case the order of the singular word is changed and a letter or more may also have to be added anywhere in the body of the singular word, e.g. قَلَمٌ means a pen whileأقْلاَمٌ is pens. Note that one alif is added in the beginning and another after the second original letter. كُتُبٌ is books. Its singular is كِتَابٌ. Note that in this case original alif after the second letter is elided and the vowel marks are changed.These are broken plurals. There are preordained patterns to mould plurals, from singular nouns, however, they are many. I consider it much easier for learners to consult dictionary/teacher to know the plural.

(2) Sound plurals are generally made from certain specified singular nouns.

(a) For masculine gender—generally all verbal nouns of active and passive voices i.e. إسم الفاعل and إسم المفعول, denoting human beings are moulded into plural by suffixing to themون i.e. 'waw' and 'noon' preceded by ḍammah in the nominative case and ين i.e. 'ya' and 'noon' preceded by kasrah in the accusative and the genitive cases. For example: ظَالِمٌ 'a cruel man' is a verbal noun of active voice from triliteral verbظَلَمَ to be cruel. Now the plural is wrought as follows:

nominative case ظَالِمٌ +وْنَ= ظَالِمُونَ

accusative & genitive cases ظَالِمٌ +ی نَ =ظَالِمِیْنَ

(1) Torturers came from Central Asia	(١) قَدِمَ ظَالِمُونَ مِنْ آسِيَا الوُسْطَى
(2) I saw torturers from Central Asia	(٢) رَأَيْتُ ظَالِمِيْنَ مِنْ آسِيَا الوُسطَى
(3) I accompanied torturers from Central Asia	(٣) إصْطَحَبْتُ ظَالِمِيْنَ مِنْ آسِيَا الوُسطَى

مَظْلُومٌ is a verbal noun of passive voice. It means 'a tortured one' i.e. 'downtrodden'.

nominative case مَظْلُومٌ+ونَ=مَظْلُومُونَ

accusative & genitive cases مَظْلُومٌ+ ی نَ=مَظْلُومِیْنَ

(1) The downtrodden came with their complaint	(١) قَدِمَ المَظْلُومُونَ بِشَكْوَاهُم
(2) I saw the downtrodden in the room	(٢) رَأَيْتُ المَظْلُومِينَ فِی الغُرْفَةِ
(3) I sat with the downtrodden in the room	(٣) جَلَسْتُ مَعَ المَظْلُومِينَ فِی الغُرْفَةِ

* In case of verbs consisting of four or more letters, the verbal noun of active voice is wrought from its present indefinite form of III person masculine singular by eliding the symbol of present indefinite and prefixing to it meem i.e. م with ḍammah and the penultimate i.e. last but one letter shall invariably have/be given a kasrah, e.g.

to travel	سَافَرَ / يُسَافِرُ
traveller	مُ=سَافِرٌ= مُسَافِرٌ
nominative case	مُسَافِرٌ + وْنَ= مُسَافِرُونَ
accusative & genitive cases	مُسَافِرٌ + ی نَ = مُسَافِرِيْنَ

In the case of the verbal noun of passive voice the penutlimate letter is invariably given a fatḥah, e.g.

the one who is made to travel مُسَافَرٌ

Theoretically, verbal nouns of active and passive voices can be made from

all verbs, however, practically it does not obtain.

Regarding use of verbal nouns, all rules apply as mentioned above.

(b) As regards sound plural feminine, it is generally wrought from infinite forms of verbs and feminine nouns that end with ta ة marboota, e.g.

To be safe — سَلِمَ/ يَسْلَمُ/ سَلَامًا

سَلَامٌ = اتٌ = سَلَامَاتٌ

To give over, to handover, — سَلَّمَ/ يُسَلِّمُ/ تَسْلِيمًا

تَسْلِيمٌ + اتٌ = تَسْلِيمَاتٌ

To receive — تَسَلَّمَ/ يَتَسَلَّمُ/ تَسَلُّمًا

تَسَلُّمٌ + اتٌ= تَسَلُّمَاتٌ

From nouns ending in Ta ة marboota sound plural feminine is wrought by eliding the ta ة and suffixing to the remainder اتٌ as follows:

كُرَّاسَةٌ + اتٌ = كُرَّاسَاتٌ

مُدَرِّسَةٌ +اتٌ = مُدَرِّسَاتٌ

In the nominative case the ت takes ḍammah and in the accusative & genitive cases the ت terminates only in Kasrah, e.g.

(1) The (lady) teachers came from New Delhi. — (١) قَدِمَتْ الْمُدَرِّسَاتُ من نِيو دلْهِي

(2) I saw the (lady) teacher in the lobby. — (٢) رأيْتُ الْمُدَرِّسَاتِ فِي الرَّدْهَةِ

(3) I discussed the topic with (lady) teachers. — (٣) نَاقَشْتُ الْمَوْضُوعَ مَعَ الْمُدَرِّسَاتِ

Nouns/ adjectival nouns terminating with a soft ya ى (i.e. which is not مُضَاعَف as in كُرْسِيٌّ) preceded by Kasrah is wrought into plural on the pattern of فُعَاةٌ, e.g.

سَاعِي i.e. courrier will group in سُعَاةٌ or قَاضِي i.e. judge will group in قُضَاةٌ etc.

* Please note the following:

- To fulfil (promise) — وفَى/ يَفِي/ وَفَاءً

To guard	وَقَى/ يَقِي/ وَقْيًا
To be of the opinion	إِرْتَأَى/ يَرْتَئِي/ إِرْتِيَاءً
To recount, to narrate	رَوَى/ يَرْوِي/ رِوَايَةً

Verbs like in the foregoing are not many and they are not generally used because there are many other simple-lettered verbs to replace them. They are sparingly used and in any case all the fourteen patterns of conjugation are not used. Forms of such verbs which do occur in writing are generally mentioned in every good dictionary. Therefore, it is best learnt from the dictionaries.

* It may be noted that occasionally in written Arabic and generally in spoken Arabic verbal nouns of active & passive voices function as verbs, thus affecting the nouns that follow them exactly like a verb. For example, we say:

(1) I am going to the college now. — (١) انا ذاهِبٌ الى الكُلّيّةِ الآن
or (أنَا) اذْهَبُ إلى الكُلّيّةِ الآنَ

(2) I 'll be heading to the office at the train's arrival time. — (٢) اَكُونُ مُتَوَجِّهًا إلَى المَكْتَبِ وَقْتَ وُصُولِ القِطَارِ
or سَوفَ أتَوجَّهُ إلَى المَكْتَبِ وقْتَ وُصُولِ القِطَارِ

(3) I present (am presenting)to you this book — انَا مُقَدِّمٌ لَكَ هَذا الْكِتَابَ
or (أنَا) أُقَدِّمُ لَكَ هَذا الكِتَابَ

* La of absolute denial i.e. لَا نَفْيِ الجِنْسِ causes *fathah* to the noun that follows it, e.g.

There is none in the house	لَا رَجُلَ فِى الدّارِ
I have no power to solve the problem	لَا حَولَ لِي لِحَلِّ المُشْكِلَة

However, when this La لَا of absolute denial is repeated then in that case it may be allowed to retain its characteristic, e.g.

There is no power and no strength except with (in) Allah.	لَاحَولَ وَلَا قُوَّةَ إلّا بِاللّه

However, generally it is used devoid of its characteristic or as it might please the user or suit the placement in writing, e.g.

لَا حَولَ وَلا قُوَّةَ إلا بالله

لَا حَولَ وَلا قُوَّةٌ إلا بالله

لَا حَولٌ وَلا قُوَّةَ إلا بالله

* Though there are designated patterns for forming nouns of place, time and instrument etc, however, they are better learnt with the passage of time and the progress in readings. Arabic dictionaries generally provide host of derived forms of words from a basic 3-lettered or 4-lettered or 5-lettered original Arabic verb. Therefore, we should rather concentrate on early and accurate use of Arabic-English dictionary to enrich our vocabulary and enhance our ability to use the Arabic language. Here are some tips to use Arabic dictionary:

Good Arabic-English dictionaries are alphabetical in a restricted way. It means that only the root letters i.e. 3 or 4 or 5 lettered verbs are entered alphabetically into Arabic- English dictionaries followed by a host of derived forms of words to the great advantage of the learner. These words are arranged systematically in order of categories of words beginning with forms of a verb generally in use followed by nouns in order of increase of number of letters except those which forms have preordained meaning derived from the verb, e.g. the active & passive participles i.e. the verbal nouns of active & passive voices may not be mentioned in the list of words under the root letters unless they have meanings different from their preordained meanings. For example فَاتِحٌ , مَفْتُوحٌ, مُقَدِّمٌ , مُقَدَّمٌ, مُسْتَسْلِمٌ may not be mentioned in the dictionary. However, if active and passive participles have some specific or special or extension meaning, then only such nouns/ words find mention in the dictionaries. For example مُسْتَقْبِل which would mean beside the regular meaning of active participle the additional meaning of (radio) receiver or مُسْتَقْبَل would mean the facade or the front part of something or the future.

* In view of above it is very necessary for a learner to acquire the ability of recognising the basic root letters of a word that he would come across during his reading. On the face of it, this thing appears to be difficult.

However, if one can learn the derived forms of verbs, he may not face serious difficulty in overcoming this problem. فَعَلَ or ف, ع & ل are generally considered to be the basic lettering of a triliteral verb, e.g. in the case of ضَرَبَ or ض, ر & ب the first letter ض is said to be ف, ر is considered as ع and ب is called ل because they replace ف, ع & ل respectively of فَعَلَ which is considered to be the measurement of the triliteral basic Arabic verb. Beside the original form of the triliteral verb which may be considered as form I, the other derived forms are as follows:

Form II is obtained by doubling the second i.e. ع letter of the verb, e.g. فَعَّلَ.

Form III is obtained by inserting one elongative alif ا after the first i.e. ف letter of the verb, e.g. فَاعَلَ.

Form IV is obtained by adding one consonant alif ا (which is known as Hamza also) with a *fatḥah* before the first i.e. the ف letter of the verb, e.g. اَفْعَلَ.

Form V is obtained by adding a ta ت with *fatḥah* before the first i.e. the ف letter of the verb and the second i.e. ع letter is doubled, e.g. تَفَعَّلَ.

Form VI is obtained by adding ta ت with *fatḥah* before the first i.e. ف letter and an elongative alif ا after the first i.e. ف letter, e.g. تَفَاعَلَ.

Form VII is obtained by adding a consonant alif ا (which is known as Hamza also)with kasrah and noon i.e. ن before the first i.e. ف letter of the verb, e.g. إنفَعَلَ.

Form VIII is obtained by adding a consonant alif ا with kasrah before the first i.e. ف letter and ta ت after the first i.e. ف letter, e.g. إفْتَعَلَ .

Form IX is obtained by adding a consonant alif with kasrah and doubling the third i.e. the last letter i.e. la ل letter of the verb, e.g. إفْعَلَّ.

Form X is obtained by adding a consonant alif ا with kasrah and س & ت before the first i.e. ف letter of the verb, e.g. إستَفْعَلَ.

These are the most often used forms of the verbs. There are other forms which are so rarely used that they are almost non-entities. These are forms

consisting of four and five original letters and their derivatives. They will be easy to handle by scholars with passage of time and as indicated above, their frequency is not much and in certain cases nil.

Words of foreign origin if assimilated or easy to assimilate and somehow co-related to a triliteral verb etc., then that word is mentioned under that root word otherwise it is mentioned in 'general'alphabetical order. For example the French word كلسون (i.e. calecon) i.e. a pair of men's drawers may be entered under كلس which means in form II to whitewash. The foreign word كَلَبْش meaning "handcuffs" is entered under general alphabetical order after كلب.

It may not be difficult to find the root letters of a word which consists of full number of letters as it requires and which does not consist of a weak letter or two or which has not dropped a letter or two for some grammatical/ etymological reasons. For example ذَاهِبٌ may be measured on فَاعِل and ذ، ه & ب rightly deduced to be the original or root letters or مُذَهَّبٌ may be measurd on مُفَعَّل or مُسْتَخْدَمٌ may be measured on مُسْتَفْعَلetc. and right root letters may be found. However, words consisting of doubled letters at the terminal position may cause some difficulty in deciphering the original letters of a verb/ word. For example, مَقَرٌّ i.e. headquarters or مُسْتَمَدٌّ i.e. extracted or فِرَّ i.e. run (imperative). However, they would pose no difficulty if you remember to unfold the terminal doubled letter i.e. مَقَرٌّ is in reality مَقْرَرٌ, or مُسْتَمَدٌّ is مُسْتَمْدَدٌ and فِرَّ is إِفْرِرْ and hence you can see that after banishing the additional letters you would have قَرَرَ (قَرَّ), مَدَدَ (مَدَّ) and فَرَرَ (فَرَّ). The real difficulty is faced only in case of words which consist of some weak letter/s and/or in which case for some grammatical reasons, a letter or two are either dropped or replaced by some other/s.

For example, حَائِطٌ i.e. wall, in which case Hamza ء has actually replaced wawو. This word has been extracted from حوط. Similarly, إِذْدَكَرَ or إِدَّكَرَ or إِذَّكَرَ i.e. to remember, which word has been cast on إِفْتَعَلَ pattern, however, for some morphological reasons it has been 'mutilated' as above. The imperative verb قِ i.e. guard, might cause some difficulty to find original letters as for some morphological reasons 2-3 letters have been dropped here. However, in most of such cases some clue can always be found to reach the right original letters of the word. For example, in case of إِذْدَكَرَ or

إذّكَرَ, you may have to look for it in the dictionary under ذكّرَ, اكرَ , اذّكَرَ and finally you may be led to ذَكَرَ. Similarly, in case of إضطِرَابٌ i.e. disturbance or disorder, one might initially face some difficulty because in this case ط *ṭa* has actually replaced ta ت as follows:

إفْتِعَالٌ / إضْتِرَابٌ = إضْطِرَابٌ

In such cases a little exercise shall have to be done to find the original letters of the words and we may have to look up two or three options to reach the right word mentioned as above.

Most importantly, we should know here that these morphological problems shall get solved if we are informed on this aspect of the language. Generally, conjugations of irregular verbs and/ or verbs consisting of one or two weak letters or Hamza, shall be helpful.

* Eearlier in a lesson we have dealt with adjective— what it is and the formulae of making it etc. In certain cases adjective is also wrought by suffixing doubled ya ي i.e. ya ي with *shaddah* preceded by kasrah, e.g. مِصْرُ i.e. Egypt and مِصْرِيٌّ i.e. Egyptian. This ya ي is known as ya ي of نسبة or the ya ي of attribution.

* مِنْ is a preposition which generally means 'from' as in انَا مِنْ دِلْهِي i.e. I am from Delhi. However, it has an extension meaning "of" in expressions like "made of" e.g. 'this ring is made of gold', i.e. هٰذَا الخَاتَمُ مِنَ الذَّهَبِ. We may also say that in the sentence above the word مَصْنُوعٌ i.e. 'made' is taken away for reason of frequent use. It may be true. However, generally such meaning is expressed without using the word مَصْنُوعٌ and the meaning is straight and adequate. The word مَصْنُوعٌ can also be used and ignored as per context and need.

* Some tips on irregular verbs:

* Conjugation of regular verbs consisting of sound letters is easy to acquire and similarly it is also easy to decipher the original letters. However, verbs consisting of one or two (semi) vowels occuring anywhere in the verb do create some problem/s even for experienced people. For example verbs like بَقِيَ, مَشَى, وَعَدَ, غَدَا, خَافَ, وَعَى, وَلِيَ & وَقَى etc. and many more do have irregular conjugations, though in a restricted sense. You must have observed these irregularities in the

conjugations of such sample verbs. The real problem surfaces in verbs—derived forms, where certain letter is replaced by another letter for reason that these two consecutive letters are not compatible in sound, and hence the difficulty to say them correctly. For example ضَرَبَ when cast on افتعل pattern, then this ت is changed to ط because the sound of ض is not compatible to ت whereas the sound of ط is compatible and therefore ت in إضتَرَبَ and its likes shall be replaced by ط and thus written as إضطَرَبَ. Verbs like ذكر when cast on افتعل pattern, in that case ت of اذتكر may be changed to د and written اذدَكَرَ or this original ذ may be doubled and written إذَّكَرَ or this original ذ may be merged in the د that replaced ت and written this إدَّكَرَ. Similary, some noun forms derived from these kinds of irregular verbs may also have to undergo some changes, For example مُضتَرِبٌ shall be replaced by مُضطَرِبٌ and مُدتَثِرٌ shall be replaced by مُدَّثِرٌ. These are morphological changes that have to be acquired.

* In order to liason a silent letter i.e. a letter with sokoon to its following, the sokoon is replaced by kasrah, e.g. when قَالَتْ [(She) said] shall have to be liasoned to its following then it will be said/ read thus: قَالَتِ امْرَأَةٌ A woman said or قَالَتِ الْبَنَاتُ The girls said. In our lessons generally in such cases we have indicated this kind of liaisoning thus: قَالَتْ امْرَأَةٌ and قَالَتْ الْبَنَاتُ etc.

* Elongative Alif, Yaa and Waw (Serving as semi vowels) are necessarily preceded by an even vowel i.e. Alif is preceded by fatḥah, Yaa is preceded by kasrah and Waw is preceded by ḍammah and in this case these three vowels are supposed to be carrying sokoon i.e. ـْ which may not necessarily be placed above them, though generally we have mentioned it in our lessons. Elongative Alif preceded by Fatḥah sounds 'aa' as in 'bar'. Elongative Yaa preceded by kasrah sounds 'ee' as in 'eel'. Elongative waw preceded by Ḍammah sounds 'oo' as in 'booze'. Similarly, in dipthong waw and Yaa both are preceded by Fatḥah and waw and Yaa are supposed to be carrying sokoon. In dipthong waw preceded by Fatḥah sounds 'ow' as in 'owl' and Yaa preceded by Fatḥah sounds 'ay' as in 'day' in Australian pronunciation.

* There is a kind of noun which is called collective noun. This noun infact

refers to a variety of things as a whole, e.g. موز mawz i.e. bananas or تفّاح toffaah, i.e. apples, or بَيْض bayḍ i.e. eggs etc. To obtain a word to indicate a single piece of such items, a ta marbooṭa i.e. ة in generally suffixed to such a noun. For example to say one banana we would say in Arabic مَوزَة mawzaton, one apple would be تفّاحة toffahaton, and بَيْضَة bayḍaton would mean one egg, and so on so forth.

* In terms of influence of the verbs, they are generally divided in two categories i.e. (1) tranitive verbs which take at the minimum one subject i.e. the doer of the action and one object i.e. receiver of the action. It is known as مُتعدى in Arabic and (2) intransitive verbs which do not take object i.e. the receiver of action. This variety of verbs is known as لازم in Arabic.

* Like in any other language, in Arabic also there are a few particles/ words which are used to connect two/ more parts of the sentence. They are known as حُرُوف العطف i.e. connectives or conjunctives like وَ wa & أو etc. 'wa' means 'and', and 'aw' means 'or'. It may be noted that after these connectives the case terminal of a noun shall be the same as that of the one preceding it. For example:

أكَلتُ العِنَبَ وَالمَوْزَ وَالبُرْتُقَالَ

* Please note that the noun after أكَلتُ and those after the connective 'wa' serve as objects for أكَلتُ i.e. I ate grapes, bananas and oranges.

Note also that in Arabic connetives are frequently used while in English we use 'comma/s' and only at the final stage connective is used.

* Generally parts of the body which are in 'twos' are used as feminine. For example يَدٌ hand , عَيْنٌ eye etc. Parts of body which are not in pairs are generally treated as masculine.

* In Arabic generally verb has to be in consonance with its subject in gender i.e. masculine verb for masculine subject and feminine verb for feminine subject, however, if there is a particle/ word between the verb and the feminine subject then rules permit to use masculine verb. For example:

Some girls came to me قَدِمَ إِلَيَّ بَنَاتٌ

* Undefined plural nouns include the meaning (some) as above.

* In the case of a mixed subject i.e. where men & women together constitute a subject, then the masculine verb is used. For example:

قَدِمَ الرِّجَالُ وَالنِّسَاءُ لِحُضُورِ الحَفْلَةِ i.e. the men & women came to attend the function.

* In simple nominal sentence a common noun can not be placed at no. 1. If a common noun has to play necessarily the subject i.e Mobtada مُبتدأ , then it has to be placed at no. 2, that is to say khabar خبر i.e. predicate shall be placed at no. 1 followed by the Mubtada i.e. subject. For example if there is need to say that "A boy is in the room" then this can be rendered in Arabic as follows:

Fil ghor fa ti (In the room)	فِي الغُرْفَةِ
wa la don (is a boy)	وَلَدٌ
i.e. A boy is in the room.	

or

Ho naa ka (There is)	هُنَاكَ
wa la don (a boy)	وَلَدٌ
fil ghorfati (in the room)	فِي الغُرْفَةِ

* The imperative verb دَعْ (from وَدَعَ) and its declensions i.e. different changing forms are used to satisfy the meaning of 'let' as in 'let me go'. To obtain this specific meaning دَعْ perecedes the second verb in its required form i.e. to match the number and gender of the subject. For example دَعْنِي أَذْهَبْ would mean 'let me go'. Different forms of دَعْ shall be handled exactly like imperative.

* To obtain the meaning 'begin to' we shall have to prefix أخذ and its declensions to suit the number & gender of the subject. For example'he began to read', would be rendered in Arabic thus: اخذ يقرأ while اخذتُ أقرأ would mean ' I began to read'. To obtain similar meaning in future/ peresent tense we shall use the present tense form of the verb followed by the infinitive form of the verb. For example:

عِنْدَمَا يَرانِي يَأخُذُ فِي الْقِراءة i.e. when he sees me, he begins to read.

Beside أخذ there are a few more words in Arabic which are used similarly to obtain the meaning as mentioned in the foregoing, like بَدَأ, طفِق and شَرَعَ etc.

Meaning of 'yet' as in 'he has not come yet' is obtained by using لَمْ and/ or لَمَّا before the present tense verb as follows:

(1) Khalid has not come yet. لَمْ يَقْدَمْ خَالِدٌ بَعْدُ

or

(1) Khalid has not come yet. لَمَّا يَقْدَمْ خَالد

It may be noted that when we use لم we will also use بعد to obtain the meaning of yet, however, in the case of لَمَّا the word بَعْدُ is not used.

Diminutive noun in Arabic is used for both, endearment and dislike. There are given patterns to make them from triliteral words and others. They are better learnt with the passage of time from the dictionaries.

* Emphatic meaning of a verb is generally obtained by using the infinitive form of the verb after the required form of the verb. For example:

I beat him severely ضربْتُهُ ضَرْبًا

In this case the infinitive form of the verb is always منصوب i.e. in the accusative case and it is called مفعول مطلق. Beside this, there are four more expressions which are categorised as مفعول (plural مفاعيل). They are: (1) مفعول به i.e. a noun which is used as object of the transitive verb, e.g. ضَرَبَ حامدٌ كلبًا Hamid beat a dog. In this sentence كلبًا serves as object of the verb 'beat' and hence it is مفعول به. (2) مفعول له or مفعول لاجله, it is generally an infinitive form of verb in the accusative case used to indicate reason or cause for performing some action, e.g.

I bowed to him out of respect. أنحَنَيْتُ لَه احْتِرَامًا

In the sentence above احترامًا is the مفعول له or مفعول لاجله.

* This مفعول له covers two more subtitles known as (1) حال i.e. state and تمييز i.e. specification. In these two cases also the noun used shall be in the accusative case, e.g.

The boy entered the class panting (for breath) ١) حال: دَخَلَ الْوَلَدُ الصَّفَّ لَاهِثًا

Be good in intention ١) تمييز: طِبْ نِيَّةً

(3) There is another مفعول in Arabic called مَفْعُول مَعَه i.e. the مفعول c accompaniment. In this case the noun in the accusative case is precede by a waw و which is also termed as واو المعيَّة i.e. the waw c accompaniment and hence the name مفعول معه . It is rarely used as follow in the meaning of 'by', 'with' and similar kinds of words:

I travelled by the night. سَافَرتُ وَاللَّيْلَ

(4) مفعول فيه is a second name for adverb of time at which some actio takes place and /or adverb of place where some action takes plac Such مفعول or adverb carries fatḥah, e.g.

I went out for walk in the morning. خَرَجْتُ لِلنُّزْهَةِ صَبَاحًا

I travelled by land سَافَرْتُ بَرًّا

It may be noted that such meaning is often expressed by the genitive claus i.e. the relevant noun is generally preceded by the preposition فِي and henc the nomenclature مفعول فيه , e.g

I went out for walk in the morning خَرَجْتُ لِلنُّزْهَةِ فِي الصَّبَاحِ

These مَفَاعِيل are known in Arabic grammar terminology as لمفَاعِيلُ الخَمْسَة There are other simple ways to express such meaning as indicated abov under each category. They are better learnt with the passage of time and th increasing studies in the Arabic language.

* There is a noun known as اسم الآلة i.e. noun of instrument. They may b wrought from triliteral verbs on the patterns of مِفْعَل or مِفْعَال or فَعَّالة, e.g مِرْجَلٌ cauldron, مِنْظَارٌ telescope/ magnifying glass and خَلَّاطَةٌ mixer. Ther are many more patterns and different ways of making nouns o instrument from words consisting of more than three basic letters. Pleas note that they are nouns that would be better learnt and their plura from dictionary with the increasing readings of the Arabic texts.

* There are many ways of expressing that some one or some thing is goo or bad or some one or some thing is good or bad in specific capacity

For example we want to say: this man is good or bad as a teacher. This expression can be rendered in Arabic as follows:

This man is good as teacher. هَذَا الرَّجُلُ جَيِّدٌ كَا لْمُدَرِّسِ

This man is not good as teacher. هَذا الرَّجُلُ لَيْسَ جَيِّدًا كَالْمُدَرِّسِ

However, there are two specific words نِعْمَ and بِئْسَ which mean respectively good & bad. They are always used in III person in past tense only as نِعْمَ & نِعْمَتْ and بِئْسَ & بِئْسَتْ and the noun that follows them is invariably in the nominative case, e.g. نِعْمَ الرَّجُلُ مُدَرِّسًا i.e. The man is a good teacher.

* The expression لا سِيَّمَا i.e. 'especially' is considered to be a kind of exceptive which in all cases is followed by a noun in the nominative case. For example:

I was annoyed with the students, زَعِلْتُ مِنَ الطَّلَبَةِ
especially their monitor. لا سِيَّمَا عَرِيفُهُمْ

* Meaning of 'already' in expressions like 'I have already read this novel' is expressed by using the verb سَبَقَ followed by the relevant form of the relevant verb preceded by أنْ , e.g.

I have already read this novel. سَبَقَ اَنْ قَرَأْتُ هَذِهِ الرِّوَايَةَ

* Meaning of 'will have' or 'would have' & similar expressions is expressed by using the relevant form of the verb يَكُونُ followed by the relevant form of the relevant verb in the past tense. For example:

I would have eaten اَكُونُ قَدْ أَكَلْتُ
my breakfast before you rise فُطُورِى قَبْلَ قِيَامِكَ
from the sleep. مِنَ النَّومِ

* Punctuation as we know presently is a relatively new phenomenon in the Arabic language. These commas, semicolons, colons & full stops etc., were non-existant in the Arabic language of the yore. It was after the arrival of Islam and subsequent upon its acceptance by the non-arabs, a pressing need was felt to dot the words and invent diacritical marks to enable the non-arabs to pronounce the Arabic words correctly and similarly punctuation marks permeated into it. Herein below a list of

names of Arabic punctuation marks is provided with their English equivalents:

(1) Full Stop	.	نُقْطَة
(2) Comma	،	الفاصلة/ الشَّولَة
(3) Colon	:	نُقْطَتان
(4) Semi Colon	;	الشَّولَة المَنْقُوطَة or الفَاصِلَةُ المَنْقُوطَة
(5) Question Mark	؟	عَلَامَةُ الاسْتِفْهَام
(6) Exclamation Mark	!	عَلَامَةُ التَّعَجُّب
(7) Oblique or slash	/	الخط المَائل
(8) Dash	—	شَرْطَة
(9) Between Brackets	( )	بَيْن قَوسَيْن
(10) Quotation Marks	(( ))	عَلامتا الاقتباس
(11) Suspension Points	...	عَلامَةُ الحَذْف

It may be noted that all the punctuation marks are not as frequently used in Arabic as in English. They are religiously used by translators, though. Even in todays Arabic all 'commas' are generally replaced by the conjunctive waw و or Aw أو etc as the case my be.

* An attempt has been made to represent all patterns of verbs — those consisting of all sound letters and/ or one, two or more weak letters, in the list or appendix of conjugations. However, there may be patterns which are not represented or adequately explained or so it might appear for the learners. It may be noted that no language can ever fully be explained and /or taught through written word. We learn more and beyond the written word with the passage of time and with the increasing exprience – theoretical and practical. Surely all books are important as each one might provide that the other did not. As a matter of fact conjugation of sound verbs, Hamzated verbs and other verbs consisting of one or two or more weak letters and other morphological

changes in the formation of Arabic words, is an independent and detailed branch of Arabic grammar which we intend to present in a separate book.

* In written Arabic some times elongaive alif is represanted by an alif ا mark above a letter. For example: الرَّحْمٰن

* It may be that generally the meaning of 'a few' or 'some'is part of a plural common noun i.e. a plural noun without al ال. For example:

Some girls came to me قَدِمَتْ إِلَيَّ بَنَاتٌ
A few girls came to me

* There are two varieties of Hamza viz (1) همزة الوصل i.e. the Hamza that disappears when the preceding word is read/said in conjunction with it. For example:

جَلَسْتُ فِي انْتِظَارِك

This Hamza may be called the conjunctive or linkable Hamza. Linkable Hamza occurs in many other words.

(2) The second variety of Hamza is called همزة القطع . This Hamza may be called the separable or the disjunctive Hamza. No preceding word can be read in conjunction with it. Reading has to be stopped at the last letter of the word preceding this Hamza and the word beginning with this Hamza has to be distinctively read with full and clear sound of Hamza. For example:

قَدِمَ الأُسْتَاذُ وَأَخْرَجَ الْكِتَابَ

In this sentence above Hamza of أخرَجَ is disjunctive.

Names of some Spices — أسماء بهارات

Coriander	كُزبُرَة
Turmeric	كُرْكُمْ
A variety of pepper, chilly	شطة
Black pepper	فلفل اسود
White pepper	فلفل ابيض
Powder	مسحوق
Cardamom	حبّهان، حبّهال، حَبْهل
Clove	قرنفل
Cumin	كمّون
Spices	توابل
Spices	بهارات
Sesame	سمسم
Ginger	زنجبيل
Mustard	خردل
Cinnamon	قَرْفَة
Aniseed	ينسون

Names of some flowers — أسمَاء زُهُور

Forget me-not	لاتَنسَنِي/ زَهْرَة آذان الفَأْر
Lotus	لُوطَس/عَرائِسُ الْبَحْر
Magnolia	مَغْنُولِيَا/مَنُوليا
Jasmine	يَاسْمِيْن
Marigold	آذَرْيُون
Rose	وَرْد
Dahalia	دَالْيَا
Celery	كَرَفْس
Asparagus	هَلْيُون

Names of some vegetables:

Brinjal	بَاذَنْجَان
Lettuce	خَسّ
Green chilly	فِلْفِل اخْضَر
Coriander leaf or green coriander	كُزْبُرَة خَضْرَاء
Mint	نَعْنَاع
Ladies fingers	بَامْيَا
Cabbage	مَلْفُوف
Cauliflower	قَرْنَبِيْط
Turnip	لِفت/شَلْجَم
Beetroot	شَمَنْدَر
Potato	بَطَاطِس
Sweet potato	بَطَاطَا
Carrot	جَزَر
Radish	فِجْل
Spinach	اسْبَانِخ
Mushroom	فُطْرّ/ عشُّ الغراب
Head of maize/ corncob	كوز الذرة
Peas	بِزِلّا/ بِسِلّا
Cowpea	لُوبيا
Purslane	رِجْلةٌ/ بَقْلَةٌ حَمْقَاء
Egyptian or black bean	بَقْلَة بارِدة/ لبلاب
Tomato	طَمَاطَمْ
Onion	بَصَل
Garlic	ثَوم

Bottlegourd	قَرَع
Pumpkin	يَقْطِين
Parsley	بَقْدونِس
Leek	كُرّات
Parsnip	جَزَر ابيَض
Colocasia	قِلْقَاس
Lemon	لَيمُون
Zucchini	كُوسة
Green fenugreek or fenugreek leaf	اورَاق حِلْبَة
Dill	شبد / شبث
Jews mallow	ملوخية

Names of some fruits: أسْمَاءُ فَوَاكِه:

Mango	أَنْبج / مَنْجَة
Orange	بُرْتُقَال
Watermelon	بِطّيخ
Melon	شَمّام
Plum	بُرْقُوق
Peach	خَوخ
Pear	كُمَّثْرَى
Apple	تُفّاح
Grapes	عِنَبٌ
Banana	مَوز
Apricot	مِشْمِش
Cherry	كَرَزٌ / كُرِيزٌ
Papaya	بَابَايَا

Pineapple	أَنَانَاس
Mulberries	تُوت
Strawberry	فَرَاوِلَة
Guava	جُوَافَه
Fig	تِين
Rasberry	تُوت الأرْض/فِرِيز
Almond	لَوز
Currant	كِشْمِش
Raisin	زَبِيب
Walnut	عَيْنُ الْجَمَل
Pistachio	فُسْتُق
Coconut (dry)	جَوزُ الْهِنْد (مُجَفَّف)
Date	بَلَح
Date (dry)	بلح (مُجَفَّف)
Pulp (of seeds), kernel	لب (البذور)
Cashew	كَاتشُو
Dry fruits	يَامِيش/نُقُلّ

Names of some cereals — أسماء نباتات حُبوبية

Sorghum	سَرْغُوم
Oats	هُرطُمَان/شوفان
Wheat	حِنطَة/ قَمْح
Rice	أُرُز
Lentil	عَدَس
Horsebean	فول
Peanuts	فول سوداني

Chickpea	حُمُّص
Barley	شَعِير
Maize	ذرة
Millet, dukhn	دُخْنّ

Names of some Animals: أسماء حيوانات

Chicken	فَرْخ/فِرَاخ
Cock	دِيك/ دُيُوك
Hen	دَجَاجَة
Chameleon	حَرْبَاء
Scorpion	عَقْرَب/عَقَارِب
Frog	ضِفْدَع/ضَفَادِع
Shrimp	جَمْبَرِى
Walrus	فِيلُ الْبَحْر
Dragon fly	يَعْسُوب
Wasp	زَنْبُور/ زَنَابِير
Locust	جَراد
Bat	وَطْوَاط
Giraffe	زَرَافَة/ زَرَافَات
Zebra	حِمَارُ الزَّرْد
Hoopoe	هُدْهُد
Hippopotamus	كركدن
Elephant	فيل/فيلة
Wildgoat	تَيْس
Antelope	وَعْلٌ/ وُعُول
Fox	ثَعْلَب/ ثَعَالِب

Crocodile	تِمْسَاح/ تَمَاسِيْح
Fish	سَمَك/ اَسْمَاك
Eel	ثُعْبَانُ الْمَاء
Butterfly	فَرَاشَة/ فَرَاشَات
Shellfish	صَدَف/أَصْدَاف
Spider	عَنْكَبُوت/عَنَاكِب
Stork	لَقْلَق/ لَقَالِق
Duck	بَطَّة/ بَطٌّ
Jackal	اِبْنُ آوَى/ اَبْنَاء آوَى
Peacock	طَاؤُوْس/طَوَاوِيْس
Quail	سُمَّانِ/ سَلْوَى
Sparrow	عُصْفُور/ عَصَافِير
Bear	دُبٌّ/ دِبَبَةٌ
Monkey	قِرْدٌ/ قِرَدَةٌ
Orangutan	إنْسَانُ الْغَاب
Fly	ذُبَاب/ ذُبَّانٌ
Mosquito	بَعُوضٌ
Honeybee	نَحْلٌ
Horse	حِصَانٌ/ أَحْصِنَة
Mare/ horse	فَرَسٌ/ اَفْرَاسٌ
Snake	ثُعْبان/ ثَعَابِين
Lizard	سِحْلِيَّة/ سَحَالى
Deer	ظَبيٌ/ ظِبَاءٌ
Hare, rabbit	اَرْنَبٌ/ اَرَانِبُ
Goat	شاةٌ/ شِياةٌ

Ram	حَمَلٌ
Camel	جَمَلٌ/ جِمَالٌ
Cow	بَقَرٌ
Buffalo	جَامُوسٌ

Days of the week — ايام الاسبوع

Day (of twenty four hours)	يَومٌ
Day (time from dawn to dusk)	نَهارٌ
Night (time from dusk to dawn)	لَيلٌ
Week	أُسْبُوعٌ
Saturday	يَومُ السَّبْتِ
Sunday	يَومُ الأَحَدِ
Monday	يَومُ الإثْنَيْنِ
Tuesday	يَومُ الثُّلاثاء
Wednesday	يَومُ الاربعاء
Thursday	يَومُ الخَمِيْسِ
Friday	يَومُ الجُمْعَةِ

Names of months: — أسماء الشهور

Christian	Arabic	Islamic	
يَنَايِر	كَانُون الثّاني	مُحَرَّمُ الْحَرَام	١
فِبْرَايِر	شُبَاط	صَفَر الْمُظَفَّر	٢
مارِس	آذار	رَبِيْعُ الأوَّل	٣
اِبْرِيْل	نِيْسَان	رَبِيْعُ الثّاني	٤
مَايُو	أيّار	جُمَادَى الأوْلَى	٥

٦	جُمَادَى الآخِرَة	حَزِيْرَان	يُونْيُو
٧	رَجَب الْمُرَجَّب	تَمُّوز	يُولْيُو
٨	شَعْبَان الْمُعَظَّم	آب	اغُسْطُس
٩	رَمَضَان الْمُبَارَك	اَيْلُول	سِبْتِمْبِر
١٠	شَوَّال الْمُكَرَّم	تِشْرِيْن الاوَّل	نُوفِمْبِر
١١	ذُوالْقَعْدَة	تِشْرِيْن الثَّانِى	اُكْتُوبِر
١٢	ذُوالْحِجَّة	كَانُون الاوَّل	دِيْسَمْبِر

Appendix

(Conjugation Patterns)

Active voice conjugation-triliteral verbs-past tense

III P SM	فَعَلَ	ذَهَبَ	مَدَّ	قَالَ	خَافَ	سَارَ	نَالَ	وَعَدَ	عَدَا	مَشَى	بَقِيَ
III P DM	فَعَلَا	ذَهَبَا	مَدَّا	قَالَا	خَافَا	سَارَا	نَالَا	وَعَدَا	عَدَوَا	مَشَيَا	بَقِيَا
IIIP PM	فَعَلُوا	ذَهَبُوا	مَدُّوا	قَالُوا	خَافُوا	سَارُوا	نَالُوا	وَعَدُوا	عَدَوْا	مَشَوْا	بَقُوا
III P SF	فَعَلَتْ	ذَهَبَتْ	مَدَّتْ	قَالَتْ	خَافَتْ	سَارَتْ	نَالَتْ	وَعَدَتْ	عَدَتْ	مَشَتْ	بَقِيَتْ
IIIP DF	فَعَلَتَا	ذَهَبَتَا	مَدَّتَا	قَالَتَا	خَافَتَا	سَارَتَا	نَالَتَا	وَعَدَتَا	عَدَتَا	مَشَتَا	بَقِيَتَا
III P PF	فَعَلْنَ	ذَهَبْنَ	مَدَدْنَ	قُلْنَ	خِفْنَ	سِرْنَ	نِلْنَ	وَعَدْنَ	عَدَوْنَ	مَشَيْنَ	بَقِيْنَ
IIP SM	فَعَلْتَ	ذَهَبْتَ	مَدَدْتَ	قُلْتَ	خِفْتَ	سِرْتَ	نِلْتَ	وَعَدْتَ	عَدَوْتَ	مَشَيْتَ	بَقِيْتَ
II P DM	فَعَلْتُمَا	ذَهَبْتُمَا	مَدَدْتُمَا	قُلْتُمَا	خِفْتُمَا	سِرْتُمَا	نِلْتُمَا	وَعَدْتُمَا	عَدَوْتُمَا	مَشَيْتُمَا	بَقِيْتُمَا
II P PM	فَعَلْتُمْ	ذَهَبْتُمْ	مَدَدْتُمْ	قُلْتُمْ	خِفْتُمْ	سِرْتُمْ	نِلْتُمْ	وَعَدْتُمْ	عَدَوْتُمْ	مَشَيْتُمْ	بَقِيْتُمْ
II P SF	فَعَلْتِ	ذَهَبْتِ	مَدَدْتِّ	قُلْتِ	خِفْتِ	سِرْتِ	نِلْتِ	وَعَدْتِّ	عَدَوتِ	مَشَيْتِ	بَقِيْتِ
II P DF	فَعَلْتُمَا	ذَهَبْتُمَا	مَدَدْتُمَا	قُلْتُمَا	خِفْتُمَا	سِرْتُمَا	نِلْتُمَا	وَعَدْتُمَا	عَدَوْتُمَا	مَشَيْتُمَا	بَقِيْتُمَا
IIP PF	فَعَلْتُنَّ	ذَهَبْتُنَّ	مَدَدْتُنَّ	قُلْتُنَّ	خِفْتُنَّ	سِرْتُنَّ	نِلْتُنَّ	وَعَدْتُنَّ	عَدَوْتُنَّ	مَشَيْتُنَّ	بَقِيْتُنَّ
I P SMF	فَعَلْتُ	ذَهَبْتُ	مَدَدْتُ	قُلْتُ	خِفْتُ	سِرْتُ	نِلْتُ	وَعَدْتُ	عَدَوْتُ	مَشَيْتُ	بَقِيْتُ
I PD PMF	فَعَلْنَا	ذَهَبْنَا	مَدَدْنَا	قُلْنَا	خِفْنَا	سِرْنَا	نِلْنَا	وَعَدْنَا	عَدَوْنَ	مَشَيْنَا	بَقِيْنَا

Active voice conjugation-triliteral verbs-present tense

III P SM	يَفْعَلُ	يَذْهَبُ	يَمُدُّ	يَقُولُ	يَخاف	يَسِيْرُ	يَنَالُ	يَعِدُ	يَغْلُو	يَمْشِي	يَبْقَى
IIIP DM	يَفْعَلَان	يَذْهَبَان	يَمُدَّان	يَقُولَان	يَخَافَان	يَسِيْرَان	يَنَالَان	يَعِدَان	يَغْلُوَان	يَمْشِيَان	يَبْقَيَان
IIIP PM	يَفْعَلُونَ	يَذْهَبُونَ	يَمُدُّونَ	يَقُولُونَ	يَخَافُونَ	يَسِيْرُونَ	يَنَالُونَ	يَعِدُوْنَ	يَغْلُونَ	يَمْشُونَ	يَبْقَونَ
IIIP SM	تَفْعَلُ	تَذْهَبُ	تَمُدُّ	تَقُولُ	تَخَافُ	تَسِيْرُ	تَنَالُ	تَعِدُ	تَغْلُو	تَمْشِي	تَبْقَى
IIIP DF	تَفْعَلَان	تَذْهَبَان	تَمُدَّان	تَقُولَان	تَخَافَان	تَسِيْرَان	تَنَالَان	تَعِدَان	تَغْلُوَان	تَمْشِيَان	تَبْقَيَان
IIIP PF	يَفْعَلْنَ	يَذْهَبْنَ	يَمْدُدْنَ	يَقُلْنَ	يَخَفْنَ	يَسِرْنَ	يَنَلْنَ	يَعِدْنَ	يَغْلُونَ	يَمْشِيْنَ	يَبْقَيْنَ
IIP SM	تَفْعَلُ	تَذْهَبُ	تَمُدُّ	تَقُولُ	تَخَافُ	تَسِيْرُ	تَنَالُ	تَعِدُ	تَغْلُو	تَمْشِي	تَبْقَى
IIP DM	تَفْعَلَان	تَذْهَبَان	تَمُدَّان	تَقُولَان	تَخَافَان	تَسِيْرَان	تَنَالَان	تَعِدَان	تَغْلُوَان	تَمْشِيَان	تَبْقَيَان
IIP PM	تَفْعَلُونَ	تَذْهَبُونَ	تَمُدُّونَ	تَقُولُونَ	تَخَافُونَ	تَسِيْرُوْنَ	تَنَالُونَ	تَعِدُونَ	تَغْلُونَ	تَمْشُونَ	تَبْقَونَ
IIP SF	تَفْعَلِيْنَ	تَذْهَبِيْنَ	تَمُدِّيْنَ	تَقُولِيْنَ	تَخَافِيْنَ	تَسِيْرِيْنَ	تَنَالِيْنَ	تَعِدِيْنَ	تَغْلِيْنَ	تَمْشِيْنَ	تَبْقَيْنَ
IIP DF	تَفْعَلَان	تَذْهَبَان	تَمُدَّان	تَقُولَان	تَخَافَان	تَسِيْرَان	تَنَالَان	تَعِدَان	تَغْلُوَان	تَمْشِيَان	تَبْقَيَان
IIP PF	تَفْعَلْنَ	تَذْهَبْنَ	تَمُدِّيْنَ	تَقُلْنَ	تَخَفْنَ	تَسِرْنَ	تَنَلْنَ	تَعِدْنَ	تَغْلِيْنَ	تَمْشِيْنَ	تَبْقَيْنَ
IP SMF	أَفْعَلُ	أَذْهَبُ	أَمُدُّ	أَقُولُ	أَخَافُ	أَسِيْرُ	أَنَالُ	أَعِدُ	أَغْلُو	أَمْشِي	أَبْقَى
IP DPMF	نَفْعَلُ	نَذْهَبُ	نَمُدُّ	نَقُولُ	نَخَافُ	نَسِيْرُ	نَنَالُ	نَعِدُ	نَغْلُو	نَمْشِي	نَبْقَى

Active voice conjugation—triliteral verbs—past tense

III PSM	أخَذَ	يَئِسَ	سَألَ	وَأَدَ	رَأى	قَرَأ
III PDM	أخَذَا	يَئِسَا	سَألَا	وَأدَا	رَأيَا	قَرَأ
IIIPPM	أخَذُوا	يَئِسُوا	سَألُوا	وَأدُوا	رَأوا	قَرَأُوا
IIIPSF	أخَذَتْ	يَئِسَتْ	سَألَتْ	وَأدَتْ	رَأتْ	قَرَأتْ
IIIPDF	أخَذَتَا	يَئِسَتَا	سَألَتَا	وَأدَتَا	رَأتَا	قَرَأتَا
IIIPPF	أخَذْنَ	يَئِسْنَ	سَألْنَ	وَأدْنَ	رَأيْنَ	قَرَأْنَ
IIPSM	أخَذْتَ	يَئِسْتَ	سَألْتَ	وَأدْتَ	رَأيْتَ	قَرَأتَ
IIPDM	أخَذْتُمَا	يَئِسْتُمَا	سَألْتُمَا	وَأدْتُمَا	رَأيْتُمَا	قَرَأتُمَا
II PPM	أخَذْتُمْ	يَئِسْتُمْ	سَألْتُمْ	وَأدْتُمْ	رَأيْتُمْ	قَرَأتُمْ
II PSF	أخَذْتِ	يَئِسْتِ	سَألْتِ	وَأدْتِ	رَأيْتِ	قَرَأتِ
II PDF	أخَذْتُمَا	يَئِسْتُمَا	سَألْتُمَا	وَأدْتُمَا	رَأيْتُمَا	قَرَأتُمَا
II PPF	أخَذْتُنَّ	يَئِسْتُنَّ	سَألْتُنَّ	وَأدْتُنَّ	رَأيْتُنَّ	قَرَأتُنَّ
I PSMF	أخَذْتُ	يَئِسْتُ	سَألْتُ	وَأدْتُ	رَأيْتُ	قَرَأتُ
I PDPM F	أخَذْنَا	يَئِسْنَا	سَألْنَا	وَأدْنَا	رَأيْنَا	قَرَأْنَ

Active Voice Conjugation-Triliteral verbs-present tense

III PSM	يَأخُذُ	يَيْئَسُ	يَسْأَلُ	يَئِدُ	يَرَ	يَقْرَأُ
IIIPDM	يَأخُذَان	يَيْئَسَان	يَسْأَلَان	يَئِدَان	يَرَيَان	يَقْرَآن
IIIPPM	يَأْخُذُونَ	يَيْئَسُونَ	يَسْأَلُونَ	يَئِدُونَ	يَرَوْنَ	يَقْرَأُونَ
IIIPSF	تَأخُذُ	تَيْئَسُ	تَسْأَلُ	تَئِدُ	تَرَىْ	تَقْرَأُ
IIIPDF	تَأخُذَان	تَيْئَسَان	تَسْأَلَان	تَئِدَان	تَرَيَان	تَقْرَأَنَ
IIIPPF	يَأْخُذْنَ	يَيْئَسْنَ	يَسْأَلْنَ	يَئِدْنَ	تَرَونَ	يَقْرَأْنَ
IIPSM	تَأخُذُ	تَيْئَسُ	تَسْأَلُ	تَئِدُ	تَرَى	تَقْرَأُ
IIPDM	تَأخُذَان	تَيْئَسَان	تَسْأَلَان	تَئِدَان	تَرَيَان	تَقْرَان
IIPPM	تَأْخُذُونَ	تَيْئَسُونَ	تَسْأَلُونَ	تَئِدُونَ	تَرَونَ	تَقْرَأُونَ
IIPSF	تَأْخُذِيْنَ	تَيْئَسِينَ	تَسْأَلِينَ	تَئِدِيْنَ	تَرَيْنَ	تَقْرَئِيْنَ
IIPDF	تَأخُذَان	تَيْئَسَان	تَسْأَلَان	تَئِدان	تَرَيَان	تَقْرَآن
IIPPF	تَأخُذْنَ	تَيْئَسْنَ	تَسْأَلْنَ	تَئِدْنَ	تَرَيْنَ	تَقْرَئِيْنَ
I PSMF	آخُذُ	أَيْئَسُ	أَسْأَلُ	أَئِدُ	أَرَى	أَقْرَأُ
I PDPMF	نَأْخُذُ	نَيْئَسُ	نَسْأَلُ	نَئِدُ	نَرَى	نَقْرَأُ

قَتَلَ / يَقْتُلُ / قَتْلاً To kill

ماضی معروف	ماضی مجهول	مضارع معروف	مضارع مجهول	فعل الامر	فعل النهی	اسم الفاعل	اسم المفعول
قَتَلَ	قُتِلَ	يَقْتُلُ	يُقْتَلُ	اُقْتُلْ	لَاتَقْتُلْ	قَاتِلٌ	مَقْتُولٌ
قَتَلَا	قُتِلَا	يَقْتُلَانِ	يُقْتَلَانِ	اُقْتُلَا	لَاتَقْتُلَا	قَاتِلَانِ	مَقْتُولَانِ
قَتَلُوْا	قُتِلُوا	يَقْتُلُونَ	يُقْتَلُونَ	اُقْتُلُوا	لَاتَقْتُلُوا	قَاتِلُونَ	مَقْتُولُونَ
قَتَلَتْ	قُتِلَتْ	تَقْتُلُ	تُقْتَلُ	اُقْتُلِی	لَاتَقْتُلِی	قَاتِلَةٌ	مَقْتُولَةٌ
قَتَلَتَا	قُتِلَتَا	تَقْتُلَانِ	تُقْتَلَانِ	اُقْتُلَا	لَاتَقْتُلَا	قَاتِلَتَانِ	مَقْتُولَتَانِ
قَتَلْنَ	قُتِلْنَ	يَقْتُلْنَ	يُقْتَلْنَ	اُقْتُلْنَ	لَاتَقْتُلْنَ	قَاتِلَاتٌ	مَقْتُولَاتٌ
قَتَلْتَ	قُتِلْتَ	تَقْتُلُ	تُقْتَلُ				
قَتَلْتُمَا	قُتِلْتُمَا	تَقْتُلَانِ	تُقْتَلَانِ				
قَتَلْتُم	قُتِلْتُم	تَقْتُلُونَ	تُقْتَلُونَ				
قَتَلْتِ	قُتِلْتِ	تَقْتُلِيْنَ	تُقْتَلِيْنَ				
قَتَلْتُمَا	قُتِلْتُمَا	تَقْتُلَانِ	تُقْتَلَانِ				
قَتَلْتُنَّ	قُتِلْتُنَّ	تَقْتُلْنَ	تُقْتَلْنَ				
قَتَلْتُ	قُتِلْتُ	اَقْتُلُ	اُقْتَلُ				
قَتَلْنَا	قُتِلْنَا	نَقْتُلُ	نُقْتَلُ				

To beat ضَرَبَ/ يَضْرِبُ/ ضَرْبًا

ماضی معروف	ماضی مجهول	مضارع معروف	مضارع مجهول	فعل الامر	فعل النهی	اسم الفاعل	اسم المفعول
ضَرَبَ	ضُرِب	يَضْرِبُ	يُضْرَبُ	إضْرِبْ	لَا تَضْرِبْ	ضَارِبٌ	مَضْرُوب
ضَرَبَا	ضُرِبَا	يَضْرِبَان	يُضْرَبَان	إضْرِبَا	لَاتَضْرِبَا	ضَارِبَان	مَضْرُوبَان
ضَرَبُوا	ضُرِبُوا	يَضْرِبُونَ	يُضْرَبُونَ	إضْرِبُوا	لَا تَضْرِبُوا	ضَارِبُونَ	مَضْرُوبُونَ
ضَرَبَتْ	ضُرِبَتْ	تَضْرِبُ	تُضْرَبُ	إضْرِبِی	لَاتَضْرِبِی	ضَارِبَةٌ	مَضْرُوبَةٌ
ضَرَبَتَا	ضُرِبَتَا	تَضْرِبَان	تُضْرَبَان	إضْرِبَا	لَاتَضْرِبَا	ضَارِبَتَان	مَضْرُوبَتَان
ضَرَبْنَ	ضُرِبْنَ	يَضْرِبْنَ	يُضْرَبْنَ	إضْرِبْنَ	لَاتَضْرِبْنَ	ضَارِبَاتٌ	مَضْرُوبَاتٌ
ضَرَبْتَ	ضُرِبْتَ	تَضْرِبُ	تُضْرَبُ				
ضَرَبْتُمَا	ضُرِبْتُمَا	تَضْرِبَان	تُضْرَبَان				
ضَرَبْتُمْ	ضُرِبْتُم	تَضْرِبُونَ	تُضْرَبُونَ				
ضَرَبْتِ	ضُرِبْتِ	تَضْرِبِينَ	تُضْرَبِينَ				
ضَرَبْتُمَا	ضُرِبْتُمَا	تَضْرِبَان	تُضْرَبان				
ضَرَبْتُنَّ	ضُرِبْتُنَّ	تَضْرِبْنَ	تُضْرَبْنَ				
ضَرَبْتُ	ضُرِبْتُ	أَضْرِبُ	أُضْرَبُ				
ضَرَبْنَا	ضُرِبْنَا	نَضْرِبُ	نُضْرَبُ				

To hear, to listen سَمِعَ/يَسْمَعُ/سَمْعًا

ماضی معروف	ماضی مجهول	مضارع معروف	مضارع مجهول	فعل الامر	فعل النهي	اسم الفاعل	اسم المفعول
سَمِعَ	سُمِعَ	يَسْمَعُ	يُسْمَعُ	إِسْمَعْ	لَا تَسْمَعْ	سَامِعٌ	مَسْمُوعٌ
سَمِعَا	سُمِعَا	يَسْمَعَانِ	يُسْمَعَانِ	إِسْمَعَا	لَاتَسْمَعَا	سَامِعَانِ	مَسْمُوعَانِ
سَمِعُوا	سُمِعُوا	يَسْمَعُونَ	يُسْمَعُونَ	إِسْمَعُوا	لَا تَسْمَعُوا	سَامِعُونَ	مَسْمُوعُونَ
سَمِعَتْ	سُمِعَتْ	تَسْمَعُ	تُسْمَعُ	إِسْمَعِي	لَاتَسْمَعِي	سَامِعَةٌ	مَسْمُوعَةٌ
سَمِعَتَا	سُمِعَتَا	تَسْمَعَانِ	تُسْمَعَانِ	إِسْمَعَا	لَاتَسْمَعَا	سَامِعَتَانِ	مَسْمُوعَتَانِ
سَمِعْنَ	سُمِعْنَ	يَسْمَعْنَ	يُسْمَعْنَ	إِسْمَعْنَ	لَا تَسْمَعْنَ	سَامِعَاتٌ	مَسْمُوعَاتٌ
سَمِعْتَ	سُمِعْتَ	تَسْمَعُ	تُسْمَعُ				
سَمِعْتُمَا	سُمِعْتُمَا	تَسْمَعَانِ	تُسْمَعَانِ				
سَمِعْتُمْ	سُمِعْتُمْ	تَسْمَعُونَ	تُسْمَعُونَ				
سَمِعْتِ	سُمِعْتِ	تَسْمَعِينَ	تُسْمَعِينَ				
سَمِعْتُمَا	سُمِعْتُمَا	تَسْمَعَانِ	تُسْمَعَانِ				
سَمِعْتُنَّ	سُمِعْتُنَّ	تَسْمَعْنَ	تُسْمَعْنَ				
سَمِعْتُ	سُمِعْتُ	أَسْمَعُ	أُسْمَعُ				
سَمِعْنَا	سُمِعْنَا	نَسْمَعُ	نُسْمَعُ				

أَخَذَ يَأْخُذُ أَخْذًا To take

ماضى معروف	ماضى مجهول	مضارع معروف	مضارع مجهول	فعل الامر	فعل النهى	اسم الفاعل	اسم المفعول
أَخَذَ	أُخِذَ	يَأْخُذُ	يُؤْخَذُ	خُذْ	لَا تَأْخُذْ	آخِذٌ	مَأْخُوذٌ
أَخَذَا	أُخِذَا	يَأْخُذَان	يُؤْخَذَان	خُذَا	لَاتَأْخُذَا	آخِذَان	مَأْخُوذَان
أَخَذُوْا	أُخِذُوا	يَأْخُذُونَ	يُؤْخَذُونَ	خُذُوا	لَاتَأْخُذوا	آخِذُونَ	مَأْخُوذُونَ
أَخَذَتْ	أُخِذَتْ	تَأْخُذُ	تُؤْخَذُ	خُذِى	لَاتَأْخُذِى	آخِذَةٌ	مَأْخُوذَةٌ
أَخَذَتَا	أُخِذَتَا	تَأْخُذَان	تُؤْخَذَان	خُذَا	لَا تَأْخُذَا	آخِذَتَان	مَأْخُوذَتَان
أَخَذْنَ	أُخِذْنَ	يَأْخُذْنَ	يُؤْخَذْنَ	خُذْنَ	لَا تَأْخُذْنَ	آخِذَاتٌ	مَأْخُوذَاتٌ
أَخَذْتَ	أُخِذْتَ	تَأْخُذُ	تُؤْخَذُ	or			
أَخَذْتُمَا	أُخِذْتُمَا	تَأْخُذَان	تُؤْخَذَان	أُأْخُذْ			
أَخَذْتُمْ	أُخِذْتُمْ	تَأْخُذُونَ	تُؤْخَذُونَ	أُأْخُذَا			
أَخَذْتِ	أُخِذْتِ	تَأْخُذِينَ	تُؤْخَذِيْنَ				
أَخَذْتُمَا	أُخِذْتُمَا	تَأْخُذَان	تُؤْخَذَان	أُأْخُذُوْا			
أَخَذْتُنَّ	أُخِذْتُنَّ	تَأْخُذْنَ	تُؤْخَذْنَ	أُأْخُذِى			
أَخَذْتُ	أُخِذْتُ	آخُذُ	أُؤْخَذُ	أُأْخُذَا			
أَخَذْنَا	أُخِذْنَا	نَأْخُذُ	نُؤْخَذُ	أُأْخُذْنَ			

To question, to ask سَألَ يَسْألُ سُؤَالاً

ماضی معروف	ماضی مجهول	مضارع معروف	مضارع مجهول	فعل الامر	فعل النهی	اسم الفاعل	اسم المفعول
سَألَ	سُئِلَ	يَسْألُ	يُسْألُ	إسْألْ	لَا تَسْألْ	سَائِلٌ	مَسْئُولٌ
سَألَا	سُئِلَا	يَسْألَان	يُسْألَان	إسْألَا	لَاتَسْألَا	سَائِلَان	مَسْئُولَان
سَألُوا	سُئِلُوا	يَسْألُونَ	يُسْألُونَ	إسْألُوا	لَاتَسْألُوا	سَائِلُونَ	مَسْئُولُونَ
سَألَتْ	سُئِلَتْ	تَسْألُ	تُسْألُ		لَا تَسْألِي	سَائِلَةٌ	مَسْئُولَةٌ
سَألَتَا	سُئِلَتَا	تَسْألَان	تُسْألَان	إسْألِي	لَاتَسْألَا	سَائِلَتَان	مَسْئُولَتَان
سَألْنَ	سُئِلْنَ	يَسْألْنَ	يُسْألْنَ	إسْألَا	لَاتَسْألْنَ	سَائِلَاتٌ	مَسْئُولَاتٌ
سَألْتَ	سُئِلْتَ	تَسْألُ	تُسْألُ	إسْألْنَ			
سَألْتُمَا	سُئِلْتُمَا	تَسْألَان	تُسْألَان				
سَألْتُمْ	سُئِلْتُم	تَسْألُونَ	تُسْألُونَ				
سَألْتِ	سُئِلْتِ	تَسْألِيْنَ	تُسْألِيْنَ				
سَألْتُمَا	سُئِلْتُمَا	تَسْألَان	تُسْألَان				
سَألْتُنَّ	سُئِلْتُنَّ	تَسْألْنَ	تُسْألْنَ				
سَألْتُ	سُئِلْتُ	أسْألُ	أُسْألُ				
سَألْنَا	سُئِلْنَ	نَسْألُ	نُسْألُ				

قَرَأَ، يَقْرَأُ، قِرَاءَةً To read

ماضي معروف	ماضي مجهول	مضارع معروف	مضارع مجهول	فعل الامر	فعل النهى	اسم الفاعل	اسم المفعول
قَرَأَ	قُرِىءَ	يَقْرَأُ	يُقْرَأُ	إِقْرَأْ	لَاتَقْرَأْ	قَارِئٌ	مَقْرُوْءٌ
قَرَآ	قُرِآ	يَقْرَآنِ	يُقْرَآنِ	إِقْرَآ	لَاتَقْرَآ	قَارِءَانِ	مَقْرُوءَانِ
قَرَأُوْا	قُرِءُوْا	يَقْرَأُوْنَ	يُقْرَءُوْنَ	إِقْرَءُوْا	لَاتَقْرَءُوْا	قَارِءُونَ	مَقْرُوْءُونَ
قَرَأَتْ	قُرِءَتْ	تَقْرَأُ	تُقْرَأُ	إِقْرَءِىْ	لَاتَقْرَءِىْ	قَارِئَةٌ	مَقْرُوءَةٌ
قَرَأَتَا	قُرِأَتَا	تَقْرَآنِ	تُقْرَآنِ	إِقْرَآ	لَاتَقْرَآ	قَارِئَتَانِ	مَقْرُوءَتَانِ
قَرَأْنَ	قُرِئْنَ	يَقْرَأْنَ	يُقْرَأْنَ	إِقْرَأْنَ	لَا تَقْرَأْنَ	قَارِءَاتٌ	مَقْرُوءَاتٌ
قَرَأْتَ	قُرِئْتَ	تَقْرَأُ	تُقْرَأُ				
قَرَأْتُمَا	قُرِئْتُمَا	تَقْرَآنِ	تُقْرَآنِ				
قَرَأْتُمْ	قُرِئْتُمْ	تَقْرَأُوْنَ	تُقْرَءُوْنَ				
قَرَأْتِ	قُرِئْتِ	تَقْرَئِيْنَ	تُقْرَئِيْنَ				
قَرَأْتُمَا	قُرِئْتُمَا	تَقْرَآنِ	تُقْرَآنِ				
قَرَأْتُنَّ	قُرِئْتُنَّ	تَقْرَأْنَ	تُقْرَأْنَ				
قَرَأْتُ	قُرِئْتُ	أَقْرَأُ	أُقْرَأُ				
قَرَأْنَا	قُرِئْنَا	نَقْرَأُ	نُقْرَأُ				

وَعَدَ/ يَعِدُ/ وَعْدًا To promise

ماضی معروف	ماضی مجهول	مضارع معروف	مضارع مجهول	فعل الامر	فعل النهی	اسم الفاعل	اسم المفعول
وَعَدَ	وُعِدَ	يَعِدُ	يُوعَدُ	عِدْ	لَاتَعِدْ	وَاعِدٌ	مَوْعُودٌ
وَعَدَا	وُعِدَا	يَعِدَان	يُوعَدَان	عِدَا	لَاتَعِدَا	وَاعِدَان	مَوْعُودَان
وَعَدُوا	وُعِدُوا	يَعِدُونَ	يُوعَدُونَ	عِدُوا	لَاتَعِدُوا	وَاعِدُونَ	مَوعُودُونَ
وَعَدَتْ	وُعِدَتْ	تَعِدُ	تُوعَدُ	عِدِی	لَاتَعِدِی	وَاعِدَةٌ	مَوعُودَةٌ
وَعَدَتَا	وُعِدَتَا	تَعِدَان	تُوعَدان	عِدَا	لَاتَعِدا	وَاعِدَتَان	مَوعُودَتان
وَعَدْنَ	وُعِدْنَ	يَعِدْنَ	يُوعَدْنَ	عِدْنَ	لَاتَعِدْنَ	وَاعِداتٌ	مَوْعُودَاتٌ
وَعَدْتَ	وُعِدْتَ	تَعِدُ	تُوعَدُ				
وَعَدْتُمَا	وُعِدْتُمَا	تَعِدَان	تُوعَدَان				
وَعَدْتُمْ	وُعِدْتُم	تَعِدُونَ	تُوعَدُونَ				
وَعَدْتِ	وُعِدْتِ	تَعِدِيْنَ	تُوعَدِيْنَ				
وَعَدْتُمَا	وُعِدْتُمَا	تَعِدَان	تُوعَدَان				
وَعَدْتُنَّ	وُعِدْتُنَّ	تَعِدْنَ	تُوعَدْنَ				
وَعَدْتُ	وُعِدتُ	أعِدُ	أُوْعَدُ				
وَعَدْنَا	وُعِدْنَا	نَعِدُ	نُوعَدُ				

عَدَا يَعْدُو عَدْوًا To run

ماضى معروف	مضارع معروف	فعل الامر	فعل النهى
عَدَا	يَعْدُوا	إعْدُ	لَاتَعْدُو
عَدَوَا	يَعْدُوان	إعْدُوَا	لَاتَعْدُوَا
عَدَوْا	يَعْدُونَ	إعْدُوا	لَاتَعْدُوا
عَدَتْ	تَعْدُو	إعْدِى	لَا تعدى
عَدَتَا	تَعْدُوان	إعْدُوَا	لَاتَعْدُوا
عَدَوْنَ	يَعْدُونَ	إعْدِيْنَ	لَاتَعْدِيْنَ
عَدَوْتَ	تَعْدُو		
عَدَوتُمَا	تَعْدُوان		
عَدَوْتُم	تَعْدُونَ		
عَدَوْتِ	تَعْدِيْنَ		
عَدَوْتُمَا	تَعْدُوَان		
عَدَوتُنَّ	تَعْدِيْنَ		
عَدَوْتُ	أَعْدُو		
عَدَوْنَا	نَعْدُو		

To be disappointed يَئِسَ يَيْئَسُ يَأْسًا

ماضی معروف	مضارع معروف	فعل الامر	فعل النهی	اسم الفاعل	اسم المفعول
يَئِسَ	يَيْئَسُ	إِيْئَسْ	لَا تَيْئَسْ	يَائِسٌ	مَيْئُوسٌ
يَئِسَا	يَيْئَسَانِ	إِيْئَسَا	لَاتَيْئَسَا	يَائِسَانِ	مَيْئُوسَانِ
يَئِسُوا	يَيْئَسُونَ	إِيْئَسُوا	لَا تَيْئَسُوا	يَائِسُونَ	مَيْئُوسُونَ
يَئِسَتْ	تَيْئَسُ	إِيْئَسِى	لَا تَيْئَسِى	يَائِسَةٌ	مَيْئُوسَةٌ
يَئِسَتَا	تَيْئَسَانِ	إِيْئَسَا	لَا تَيْئَسَا	يَائِسَتَانِ	مَيْئُوسَتَانِ
يَئِسْنَ	يَيْئَسْنَ	إِيْئَسْنَ	لَا تَيْئَسْنَ	يَائِسَاتٌ	مَيْئُوسَاتٌ
يَئِسْتَ	تَيْئَسُ				
يَئِسْتُمَا	تَيْئَسَانِ				
يَئِسْتُمْ	تَيْئَسُونَ				
يَئِسْتِ	تَيْئَسِيْنَ				
يَئِسْتُمَا	تَيْئَسَانِ				
يَئِسْتُنَّ	تَيْئَسْنَ				
يَئِسْتُ	أَيْئَسُ				
يَئِسْنَا	نَيْئَسُ				

To gaurd, to protect وَقَى يَقِي وَقْيًا

اسم الفاعل	فعل النهى	فعل الامر	مضارع معروف	ماضي معروف
واقى/واقٍ	لَا تَقِ	قِ	يَقِي	وَقَى
وَاقِيَان	لَا تَقِيَا	قِيَا	يَقِيَان	وقَيَا
واقُونَ	لَا تَقُوا	قُوا	يَقُونَ	وقَوا
وَاقِيَةٌ	لَا تَقِي	قِي	تَقِي	وَقَتْ
وَاقِيَتَان	لَا تَقِيَا	قِيَا	تَقِيَان	وَقَتَا
وَاقِيَاتٌ	لَا تَقِيْنَ	قِيْنَ	يَقِيْنَ	وَقَيْنَ
			تَقِي	وَقَيْتَ
			تَقِيَان	وَقَيْتُمَا
			تَقُونَ	وَقَيْتُم
			تَقِيْنَ	وَقَيْتِ
			تَقِيَان	وَقَيْتُمَا
			تَقِيْنَ	وَقَيْتُنَّ
			أَقِي	وَقَيْتُ
			نَقِي	وَقَيْنَا

مَشَى يَمْشِي مَشْيًا To walk

ماضي معروف	مضارع معروف	فعل الامر	فعل النهي	اسم الفاعل
مَشَى	يَمْشِي	إمْشِ	لَاتَمْشِي/لاتَمْشِ	مَاشٍ
مَشَيَا	يَمْشِيَان	إمْشِيَا	لَاتَمْشِيَا	مَاشِيَان
مَشَوا	يَمْشُونَ	إمْشُوا	لَاتَمْشُوا	مَاشُونَ
مَشَتْ	تَمْشِي	إمْشِي	لَاتَمْشِي	مَاشِيَةٌ
مَشَتَا	تَمْشِيَان	إمْشِيَا	لَا تَمْشِيَا	مَاشِيَتَان
مَشَيْنَ	يَمْشِيْنَ	إمْشِيْنَ	لَاتَمْشِيْنَ	مَاشِيَاتٌ
مَشَيْتَ	تَمْشِي			
مَشَيْتُمَا	تَمْشِيَان			
مَشَيْتُم	تَمْشُونَ			
مَشَيْتِ	تَمْشِيْنَ			
مَشَيْتُمَا	تَمْشِيَان			
مَشَيْتُنَّ	تَمْشِيْنَ			
مَشَيْتُ	أمْشِي			
مَشَيْنَا	نَمْشِي			

To remain, to stay بَقِيَ يَبْقَى بَقَاءً

ماضى معروف	مضارع معروف	فعل الامر	فعل النهى	اسم الفاعل
بَقِيَ	يَبْقَى	إبْقَ	لَاتَبْقَ	بَاقٍ
بَقِيَا	يَبْقَيَان	إبْقَيَا	لَاتَبْقَيَا	بَاقِيَان
بَقُوا	يَبْقَونَ	إبْقَوا	لَاتَبْقَوا	بَاقُونَ
بَقِيَتْ	تَبْقَى	إبْقَيْ	لَاتَبْقَي	بَاقِيَةٌ
بَقِيَتَا	تَبْقَيَان	إبْقَيَا	لَا تَبْقَيَا	بَاقِيَتَان
بَقِيْنَ	يَبْقَيْنَ	إبْقَيْنَ	لَاتَبْقَيْنَ	بَاقِيَاتٌ
بَقِيْتَ	تَبْقَى			
بَقِيْتُمَا	تَبْقَيَان			
بَقِيْتُمْ	تَبْقَونَ			
بَقِيْتِ	تَبْقَيْنَ			
بَقِيْتُمَا	تَبْقَيَان			
بَقِيْتُنَّ	تَبْقَيْنَ			
بَقِيْتُ	أَبْقَى			
بَقَيْنَا	نَبْقَى			

مَدَّ يَمُدُّ مَدًّا (يعنى مَدَدَ يَمْدُدُ مَدَدًا) To help

ماضی معروف	ماضی مجهول	مضارع معروف	مضارع مجهول	فعل الامر	فعل النهی	اسم الفاعل	اسم المفعول
مَدَّ	مُدَّ	يَمُدُّ	يُمَدُّ	مُدَّ/اُمْدُدْ	لَاتَمُدَّ/لاتَمْدُدْ	مَادٌّ/مَادِدٌ	مَمْدُودٌ
مَدَّا	مُدَّا	يَمُدَّان	يُمَدَّان	مُدَّا/ اُمْدُدَا	لَاتَمُدَّا/لَاتَمْدُدَا	مَادّان/مَادِدَان	مَمْدُودَان
مَدُّوا	مُدُّوا	يَمُدُّونَ	يُمَدُّونَ	مُدُّوا/اُمْدُدُوا	لَاتَمُدُّوا/لَاتَمْدُدْنَ	مَادُّونَ/مَادِدُونَ	مَمْدُودُونَ
مَدَّتْ	مُدَّتْ	تَمُدُّ	تُمَدُّ	مُدِّی/ اُمْدُدِی	لَاتَمُدِّی/لَاتَمْدُدِی	مَادَّةٌ/مَادِدَةٌ	مَمْدُودَةٌ
مَدَّتَا	مُدَّتَا	تَمُدَّان	تُمَدَّان	مُدَّا/اُمْدُدَا	لَاتَمُدَّا/ لَاتَمْدُدَا	مَادَّتَان/مَادِدَتَان	مَمْدُودَتَان
مَدَدْنَ	مُدِدْنَ	يَمْدُدْنَ	يُمْدَدْنَ	اُمْدُدْنَ/اُمْدُدْنَ	لَاتَمْدُدْنَ/لَاتَمْدُدْنَ	مَادَّاتٌ/مَادِدَاتٌ	مَمْدُودَاتٌ
مَدَدْتَ	مُدِدْتَ	تَمُدُّ	تُمَدُّ				
مَدَدْتُمَا	مُدِدْتُمَا	تَمُدَّان	تُمَدَّان				
مَدَدْتُمْ	مُدِدْتُمْ	تَمُدُّونَ	تُمَدُّونَ				
مَدَدْتِ	مُدِدْتِ	تَمُدِّيْنَ	تُمَدِّيْنَ				
مَدَدْتُمَا	مُدِدْتُمَا	تَمُدَّان	تُمَدَّان				
مَدَدْتُنَّ	مُدِدْتُنَّ	تَمْدُدْنَ	تُمْدَدْنَ				
مَدَدْتُ	مُدِدْتُ	اَمُدُّ	اُمَدُّ				
مَدَدْنَا	مُدِدْنَا	نَمُدُّ	نُمَدُّ				

To present, to offer قَدَّمَ يُقَدِّمُ تَقْدِيمًا

ماضي معروف	ماضي مجهول	مضارع معروف	مضارع مجهول	فعل الامر	فعل النهي	اسم الفاعل	اسم المفعول
قَدَّمَ	قُدِّمَ	يُقَدِّمُ	يُقَدَّمُ	قَدِّمْ	لَا تُقَدِّمْ	مُقَدِّمٌ	مُقَدَّمٌ
قَدَّمَا	قُدِّمَا	يُقَدِّمَانِ	يُقَدَّمَانِ	قَدِّمَا	لَاتُقَدِّمَا	مُقَدِّمَانِ	مُقَدَّمَانِ
قَدَّمُوا	قُدِّمُوا	يُقَدِّمُونَ	يُقَدَّمُونَ	قَدِّمُوا	لَا تُقَدِّمُوا	مُقَدِّمُونَ	مُقَدَّمُونَ
قَدَّمَتْ	قُدِّمَتْ	تُقَدِّمُ	تُقَدَّمُ	قَدِّمِي	لَاتُقَدِّمِي	مُقَدِّمَةٌ	مُقَدَّمَةٌ
قَدَّمَتَا	قُدِّمَتَا	تُقَدِّمَانِ	تُقَدَّمَانِ	قَدِّمَا	لَا تُقَدِّمَا	مُقَدِّمَتَانِ	مُقَدَّمَتَانِ
قَدَّمْنَ	قُدِّمْنَ	يُقَدِّمْنَ	يُقَدَّمْنَ	قَدِّمْنَ	لَاتُقَدِّمْنَ	مُقَدِّمَاتٌ	مُقَدَّمَاتٌ
قَدَّمْتَ	قُدِّمْتَ	تُقَدِّمُ	تُقَدَّمُ				
قَدَّمْتُمَا	قُدِّمْتُمَا	تُقَدِّمَانِ	تُقَدَّمَانِ				
قَدَّمْتُمْ	قُدِّمْتُمْ	تُقَدِّمُونَ	تُقَدَّمُونَ				
قَدَّمْتِ	قُدِّمْتِ	تُقَدِّمِينَ	تُقَدَّمِينَ				
قَدَّمْتُمَا	قُدِّمْتُمَا	تُقَدِّمَانِ	تُقَدَّمَانِ				
قَدَّمْتُنَّ	قُدِّمْتُنَّ	تُقَدِّمْنَ	تُقَدَّمْنَ				
قَدَّمْتُ	قُدِّمْتُ	أُقَدِّمُ	أُقَدَّمُ				
قَدَّمْنَا	قُدِّمْنَا	نُقَدِّمُ	نُقَدَّمُ				

سَاعَدَ يُسَاعِدُ مُسَاعَدَةً To help

ماضي معروف	ماضي مجهول	مضارع معروف	مضارع مجهول	فعل الامر	فعل النهى	اسم الفاعل	اسم المفعول
سَاعَدَ	سُوعِدَ	يُسَاعِدُ	يُسَاعَدُ	سَاعِدْ	لَا تُسَاعِدْ	مُسَاعِدٌ	مُسَاعَدٌ
سَاعَدَا	سُوعِدَا	يُسَاعِدَانِ	يُسَاعَدَانِ	سَاعِدَا	لَاتُسَاعِدَا	مُسَاعِدَانِ	مُسَاعَدَانِ
سَاعَدُوا	سُوعِدُوا	يُسَاعِدُونَ	يُسَاعَدُونَ	سَاعِدُوا	لَاتُسَاعِدُوا	مُسَاعِدُونَ	مَسَاعَدُونَ
سَاعَدَتْ	سُوعِدَتْ	تُسَاعِدُ	تُسَاعَدُ	سَاعِدِى	لَاتُسَاعِدِى	مُسَاعِدَةٌ	مُسَاعَدَةٌ
سَاعَدَتَا	سُوعِدَتَا	تُسَاعِدَانِ	تُسَاعَدَانِ	سَاعِدَا	لَاتُسَاعِدَا	مُسَاعِدَتَانِ	مُسَاعَدَتَانِ
سَاعَدْنَ	سُوعِدْنَ	يُسَاعِدْنَ	يُسَاعَدْنَ	سَاعِدْنَ	لَاتُسَاعِدْنَ	مُسَاعِدَاتٌ	مُسَاعَدَاتٌ
سَاعَدْتَ	سُوعِدْتَ	تُسَاعِدُ	تُسَاعَدُ				
سَاعَدْتُمَا	سُوعِدْتُمَا	تُسَاعِدَانِ	تُسَاعَدَانِ				
سَاعَدْتُمْ	سُوعِدْتُمْ	تُسَاعِدُونَ	تُسَاعَدُونَ				
سَاعَدْتِ	سُوعِدْتِ	تُسَاعِدِيْنَ	تُسَاعَدِيْنَ				
سَاعَدْتُمَا	سُوعِدْتُمَا	تُسَاعِدَانِ	تُسَاعَدَانِ				
سَاعَدْتُنَّ	سُوعِدْتُنَّ	تُسَاعِدْنَ	تُسَاعَدْنَ				
سَاعَدْتُ	سُوعِدْتُ	أُسَاعِدُ	أُسَاعَدُ				
سَاعَدْنَا	سُوعِدْنَا	نُسَاعِدُ	نُسَاعَدُ				

أَجْلَسَ يُجْلِسُ إِجْلَاسًا To seat

ماضي معروف	ماضي مجهول	مضارع معروف	مضارع مجهول	فعل الامر	فعل النهي	اسم الفاعل	اسم المفعول
أَجْلَسَ	أُجْلِسَ	يُجْلِسُ	يُجْلَسُ	أَجْلِسْ	لَاتُجْلِسْ	مُجْلِسٌ	مُجْلَسٌ
أَجْلَسَا	أُجْلِسَا	يُجْلِسَانِ	يُجْلَسَانِ	أَجْلِسَا	لَاتُجْلِسَا	مُجْلِسَانِ	مُجْلَسَانِ
أَجْلَسُوا	أُجْلِسُوا	يُجْلِسُونَ	يُجْلَسُونَ	أَجْلِسُوا	لَاتُجْلِسُوا	مُجْلِسُونَ	مُجْلَسُونَ
أَجْلَسَتْ	أُجْلِسَتْ	تُجْلِسُ	تُجْلَسُ	أَجْلِسِي	لَاتُجْلِسِي	مُجْلِسَةٌ	مُجْلَسَةٌ
أَجْلَسَتَا	أُجْلِسَتَا	تُجْلِسَانِ	تُجْلَسَانِ	أَجْلِسَا	لَاتُجْلِسَا	مُجْلِسَتَانِ	مُجْلَسَتَانِ
أَجْلَسْنَ	أُجْلِسْنَ	يُجْلِسْنَ	يُجْلَسْنَ	أَجْلِسْنَ	لَاتُجْلِسْنَ	مُجْلِسَاتٌ	مُجْلَسَاتٌ
أَجْلَسْتَ	أُجْلِسْتَ	تُجْلِسُ	تُجْلَسُ				
أَجْلَسْتُمَا	أُجْلِسْتُمَا	تُجْلِسَانِ	تُجْلَسَانِ				
أَجْلَسْتُمْ	أُجْلِسْتُمْ	تُجْلِسُونَ	تُجْلَسُونَ				
أَجْلَسْتِ	أُجْلِسْتِ	تُجْلِسِينَ	تُجْلَسِينَ				
أَجْلَسْتُمَا	أُجْلِسْتُمَا	تُجْلِسَانِ	تُجْلَسَانِ				
أَجْلَسْتُنَّ	أُجْلِسْتُنَّ	تُجْلِسْنَ	تُجْلَسْنَ				
أَجْلَسْتُ	أُجْلِسْتُ	أُجْلِسُ	أُجْلَسُ				
أَجْلَسْنَا	أُجْلِسْنَا	نُجْلِسُ	نُجْلَسُ				

تَكَلَّمَ يَتَكَلَّمُ تَكَلُّمًا To speak , to talk

ماضی معروف	ماضی مجهول	مضارع معروف	مضارع مجهول	فعل الامر	فعل النهی	اسم الفاعل	اسم المفعول
تَكَلَّمَ	تُكُلِّمَ	يَتَكَلَّمُ	يُتَكَلَّمُ	تَكَلَّمْ	لَاتَتَكَلَّمْ	مُتَكَلِّمٌ	مُتَكَلَّمٌ
تَكَلَّمَا	تُكُلِّمَا	يَتَكَلَّمَانِ	يُتَكَلَّمَانِ	تَكَلَّمَا	لَا تَتَكَلَّمَا	مُتَكَلِّمَانِ	مُتَكَلَّمَانِ
تَكَلَّمُوا	تُكُلِّمُوا	يَتَكَلَّمُونَ	يُتَكَلَّمُونَ	تَكَلَّمُوا	لَاتَتَكَلَّمُوا	مُتَكَلِّمُونَ	مُتَكَلَّمُونَ
تَكَلَّمَتْ	تُكُلِّمَتْ	تَتَكَلَّمُ	تُتَكَلَّمُ	تَكَلَّمِيْ	لَا تَتَكَلَّمِي	مُتَكَلِّمَةٌ	مُتَكَلَّمَةٌ
تَكَلَّمَتَا	تُكُلِّمَتَا	تَتَكَلَّمَانِ	تُتَكَلَّمَانِ	تَكَلَّمَا	لَاتَتَكَلَّمَا	مُتَكَلِّمَتَانِ	مُتَكَلَّمَتَانِ
تَكَلَّمْنَ	تُكُلِّمْنَ	يَتَكَلَّمْنَ	يُتَكَلَّمْنَ	تَكَلَّمْنَ	لَا تَتَكَلَّمْنَ	مُتَكَلِّمَاتٌ	مُتَكَلَّمَاتٌ
تَكَلَّمْتَ	تُكُلِّمْتَ	تَتَكَلَّمُ	تُتَكَلَّمُ				
تَكَلَّمْتُمَا	تُكُلِّمْتُمَا	تَتَكَلَّمَانِ	تُتَكَلَّمَانِ				
تَكَلَّمْتُمْ	تُكُلِّمْتُمْ	تَتَكَلَّمُونَ	تُتَكَلَّمُونَ				
تَكَلَّمْتِ	تُكُلِّمْتِ	تَتَكَلَّمِيْنَ	تُتَكَلَّمِيْنَ				
تَكَلَّمْتُمَا	تُكُلِّمْتُمَا	تَتَكَلَّمَانِ	تُتَكَلَّمَانِ				
تَكَلَّمْتُنَّ	تُكُلِّمْتُنَّ	تَتَكَلَّمْنَ	تُتَكَلَّمْنَ				
تَكَلَّمْتُ	تُكُلِّمْتُ	أَتَكَلَّمُ	أُتَكَلَّمُ				
تَكَلَّمْنَا	تُكُلِّمْنَا	نَتَكَلَّمُ	نُتَكَلَّمُ				

قَاتَلَ يَتَقَاتَلُ تَقَاتُلًا To fight one another

ماضى معروف	ماضى مجهول	مضارع معروف	مضارع مجهول	فعل الامر	فعل النهى	اسم الفاعل	اسم المفعول
تَقَاتَلَ	تُقُوتِلَ	يَتَقَاتَلُ	يُتَقَاتَلُ	تَقَاتَلْ	لَاتَتَقَاتَلْ	مُتَقَاتِلٌ	مُتَقَاتَلٌ
تَقَاتَلَا	تُقُوتِلَا	يَتَقَاتَلَان	يُتَقَاتَلَان	تَقَاتَلَا	لَا تَتَقَاتَلَا	مُتَقَاتِلَان	مُتَقَاتَلَان
تَقَاتَلُوا	تُقُوتِلُوا	يَتَقَاتَلُونَ	يُتَقَاتَلُونَ	تَقَاتَلُوا	لَاتَتَقَاتَلُوا	مُتَقَاتِلُونَ	مُتَقَاتَلُونَ
تَقَاتَلَتْ	تُقُوتِلَتْ	تَتَقَاتَلُ	تُتَقَاتَلُ	تَقَاتَلِي	لَا تَتَقَاتَلِي	مُتَقَاتِلَةٌ	مُتَقَاتَلَةٌ
تَقَاتَلَتَا	تُقُوتِلَتَا	تَتَقَاتَلَان	تُتَقَاتَلَان	تَقَاتَلَا	لَا تَتَقَاتَلَا	مُتَقَاتِلَتَان	مُتَقَاتَلَتَان
تَقَاتَلْنَ	تُقُوتِلْنَ	يَتَقَاتَلْنَ	يُتَقَاتَلْنَ	تَقَاتَلْنَ	لَاتَتَقَاتَلْنَ	مُتَقَاتِلَاتٌ	مُتَقَاتَلَاتٌ
تَقَاتَلْتَ	تُقُوتِلْتَ	تَتَقَاتَلُ	تُتَقَاتَلُ				
تَقَاتَلْتُمَا	تُقُوتِلْتُمَا	تَتَقَاتَلَان	تُتَقَاتَلَان				
تَقَاتَلْتُم	تُقُوتِلْتُمْ	تَتَقَاتَلُونَ	تُتَقَاتَلُونَ				
تَقَاتَلْتِ	تُقُوتِلْتِ	تَتَقَاتَلِينَ	تُتَقَاتَلِينَ				
تَقَاتَلْتُمَا	تُقُوتِلْتُمَا	تَتَقَاتَلَان	تُتَقَاتَلَان				
تَقَاتَلْتُنَّ	تُقُوتِلْتُنَّ	تَتَقَاتَلْنَ	تُتَقَاتَلْنَ				
تَقَاتَلْتُ	تُقُوتِلْتُ	أَتَقَاتَلُ	أُتَقَاتَلُ				
تَقَاتَلْنَا	تُقُوتِلْنَا	نَتَقَاتَلُ	نُتَقَاتَلُ				

To be broken, to break (by itself) إنْكَسَرَ يَنْكَسِرُ إنْكِسَارًا

اسم الفاعل	فعل النهى	فعل الامر	مضارع معروف	ماضى معروف
مُنْكَسِرٌ	لَاتَنْكَسِرْ	إنْكَسِرْ	يَنْكَسِرُ	إنْكَسَرَ
مُنْكَسِرَان	لَاتَنْكَسِرَا	إنْكَسِرَا	يَنْكَسِرَان	إنْكَسَرَا
مُنْكَسِرُونَ	لَاتَنْكَسِرُوا	إنْكَسِرُوا	يَنْكَسِرُونَ	إنْكَسَرُوا
مُنْكَسِرَةٌ	لَاتَنْكَسِرِى	إنْكَسِرِى	تَنْكَسِرُ	إنْكَسَرَتْ
مُنْكَسِرَتَان	لَاتَنْكَسِرَا	إنْكَسِرَا	تَنْكَسِرَان	إنْكَسَرَتَا
مُنْكَسِرَاتٌ	لَاتَنْكَسِرْنَ	إنْكَسِرْنَ	يَنْكَسِرْنَ	إنْكَسَرْنَ
			تَنْكَسِرُ	إنْكَسَرْتَ
			تَنْكَسِرَان	إنْكَسَرْتُمَا
			تَنْكَسِرُونَ	إنْكَسَرْتُمْ
			تَنْكَسِرِيْنَ	إنْكَسَرْتِ
			تَنْكَسِرَان	إنْكَسَرْتُمَا
			تَنْكَسِرْنَ	إنْكَسَرْتُنَّ
			أنْكَسِرُ	إنْكَسَرْتُ
			نَنْكَسِرُ	إنْكَسَرْنَا

To elect, to select إِنْتَخَبَ يَنْتَخِبُ إِنْتِخَابًا

ماضي معروف	ماضي مجهول	مضارع معروف	مضارع مجهول	فعل الامر	فعل النهى	اسم الفاعل	اسم المفعول
إِنْتَخَبَ	أُنْتُخِبَ	يَنْتَخِبُ	يُنْتَخَبُ	إِنْتَخِبْ	لَاتَنْتَخِبْ	مُنْتَخِبٌ	مُنْتَخَبٌ
إِنْتَخَبَا	أُنْتُخِبَا	يَنْتَخِبَان	يُنْتَخَبَان	إِنْتَخِبَا	لَا تَنْتَخِبَا	مُنْتَخِبَان	مُنْتَخَبَان
إِنْتَخَبُوا	أُنْتُخِبُوا	يَنْتَخِبُونَ	يُنْتَخَبُونَ	إِنْتَخِبُوا	لَا تَنْتَخِبُوا	مُنْتَخِبُونَ	مُنْتَخَبُونَ
إِنْتَخَبَتْ	أُنْتُخِبَتْ	تَنْتَخِبُ	تُنْتَخَبُ	إِنْتَخِبِي	لَا تَنْتَخِبِي	مُنْتَخِبَةٌ	مُنْتَخَبَةٌ
إِنْتَخَبَتَا	أُنْتُخِبَتَا	تَنْتَخِبَان	تُنْتَخَبَان	إِنْتَخِبَا	لَاتَنْتَخِبَا	مُنْتَخِبَتَان	مُنْتَخَبَتَان
إِنْتَخَبْنَ	أُنْتُخِبْنَ	يَنْتَخِبْنَ	يُنْتَخَبْنَ	إِنْتَخِبْنَ	لَا تَنْتَخِبْنَ	مُنْتَخِبَاتٌ	مُنْتَخَبَاتٌ
إِنْتَخَبْتَ	أُنْتُخِبْتَ	تَنْتَخِبُ	تُنْتَخَبُ				
إِنْتَخَبْتُمَا	أُنْتُخِبْتُمَا	تَنْتَخِبَان	تُنْتَخَبَان				
إِنْتَخَبْتُم	أُنْتُخِبْتُم	تَنْتَخِبُونَ	تُنْتَخَبُونَ				
إِنْتَخَبْتِ	أُنْتُخِبْتِ	تَنْتَخِبِينَ	تُنْتَخَبِينَ				
إِنْتَخَبْتُمَا	أُنْتُخِبْتُمَا	تَنْتَخِبَان	تُنْتَخَبَان				
إِنْتَخَبْتُنَّ	أُنْتُخِبْتُنَّ	تَنْتَخِبْنَ	تُنْتَخَبْنَ				
إِنْتَخَبْتُ	أُنْتُخِبْتُ	أَنْتَخِبُ	أُنْتَخَبُ				
إِنْتَخَبْنَا	أُنْتُخِبْنَا	نَنْتَخِبُ	نُنْتَخَبُ				

To become red إِخْمَرَّ يَخْمَرُّ إِخْمِرَارًا

ماضي معروف	مضارع معروف	فعل الأمر	فعل النهي
إِخْمَرَّ	يَخْمَرُّ	إِخْمَرَّ	لَا تَخْمَرَّ
إِخْمَرَّا	يَخْمَرَّان	إِخْمَرَّا	لَاتَخْمَرَّا
إِخْمَرُّوا	يَخْمَرُّونَ	إِخْمَرُّوا	لَا تَخْمَرُّوا
إِخْمَرَّتْ	تَخْمَرُّ	إِخْمَرِّى	لَا تَخْمَرِّى
إِخْمَرَّتَا	تَخْمَرَّان	إِخْمَرَّا	لَا تَخْمَرَّا
إِخْمَرَرْنَ	يَخْمَرِرْنَ	إِخْمَرِرْنَ	لَا تَخْمَرِرْنَ
إِخْمَرَرْتَ	تَخْمَرُّ		
إِخْمَرَرْتُمَا	تَخْمَرَّان		
إِخْمَرَرْتُمْ	تَخْمَرُّوْنَ		
إِخْمَرَرْتِ	تَخْمَرِّيْنَ		
إِخْمَرَرْتُمَا	تَخْمَرَّان		
إِخْمَرَرْتُنَّ	تَخْمَرِرْنَ		
إِخْمَرَرْتُ	أَخْمَرُّ		
إِخْمَرَرْنَا	نَخْمَرُّ		

إسْتَخْدَمَ يَسْتَخْدِمُ إسْتِخْدَامًا To employ, to use

ماضي معروف	ماضي مجهول	مضارع معروف	مضارع مجهول	فعل الامر	فعل النهي	اسم الفاعل	اسم المفعول
إسْتَخْدَمَ	أُسْتُخْدِمَ	يَسْتَخْدِمُ	يُسْتَخْدَمُ	إسْتَخْدِمْ	لَا تَسْتَخْدِمْ	مُسْتَخْدِمٌ	مُسْتَخْدَمٌ
إسْتَخْدَمَا	أُسْتُخْدِمَا	يَسْتَخْدِمَانِ	يُسْتَخْدَمَانِ	إسْتَخْدِمَا	لَا تَسْتَخْدِمَا	مُسْتَخْدِمَانِ	مُسْتَخْدَمَانِ
إسْتَخْدَمُوا	أُسْتُخْدِمُوا	يَسْتَخْدِمُونَ	يُسْتَخْدَمُونَ	إسْتَخْدِمُوا	لَا تَسْتَخْدِمُوا	مُسْتَخْدِمُونَ	مُسْتَخْدَمُونَ
إسْتَخْدَمَتْ	أُسْتُخْدِمَتْ	تَسْتَخْدِمُ	تُسْتَخْدَمُ	إسْتَخْدِمِي	لَا تَسْتَخْدِمِي	مُسْتَخْدِمَةٌ	مُسْتَخْدَمَةٌ
إسْتَخْدَمَتَا	أُسْتُخْدِمَتَا	تَسْتَخْدِمَانِ	تُسْتَخْدَمَانِ	إسْتَخْدِمَا	لَاتَسْتَخْدِمَا	مُسْتَخْدِمَتَانِ	مُسْتَخْدَمَتَانِ
إسْتَخْدَمْنَ	أُسْتُخْدِمْنَ	يَسْتَخْدِمْنَ	يُسْتَخْدَمْنَ	إسْتَخْدِمْنَ	لَاتَسْتَخْدِمْنَ	مُسْتَخْدِمَاتٌ	مُسْتَخْدَمَاتٌ
إسْتَخْدَمْتَ	أُسْتُخْدِمْتَ	تَسْتَخْدِمُ	تُسْتَخْدَمُ				
إسْتَخْدَمْتُمَا	أُسْتُخْدِمْتُمَا	تَسْتَخْدِمَانِ	تُسْتَخْدَمَانِ				
إسْتَخْدَمْتُمْ	أُسْتُخْدِمْتُم	تَسْتَخْدِمُونَ	تُسْتَخْدَمُونَ				
إسْتَخْدَمْتِ	أُسْتُخْدِمْتِ	تَسْتَخْدِمِينَ	تُسْتَخْدَمِينَ				
إسْتَخْدَمْتُمَا	أُسْتُخْدِمْتُمَا	تَسْتَخْدِمَانِ	تُسْتَخْدَمَانِ				
إسْتَخْدَمْتُنَّ	أُسْتُخْدِمْتُنَّ	تَسْتَخْدِمْنَ	تُسْتَخْدَمْنَ				
إسْتَخْدَمْتُ	أُسْتُخْدِمْتُ	أَسْتَخْدِمُ	أُسْتَخْدَمُ				
إسْتَخْدَمْنَا	أُسْتُخْدِمْنَا	نَسْتَخْدِمُ	نُسْتَخْدَمُ				

Translation Exercises

English-Arabic

With Glossary

Demonstrative Pronouns

(Simple nominal sentences)

1. This is a room.
2. This is a table.
3. This is a chair.
4. This is a pen.
5. This is a car.
6. This is a house.
7. This is a boy.
8. This is a girl.
9. This is a woman.
10. This is a man.
11. This is a tree.
12. This is a garden.
13. This is a flower.
14. This is an ashtray.
15. This is a sofa.
16. This is a radio.
17. This is a cup.
18. This is a door.
19. This is a door-keeper.
20. This is an airhostess.
21. This is a window.
22. This is a servant.
23. This is a clerk.
24. This is a typist.
25. This is an office.
26. This is a postman.
27. This is a driver.
28. This is a stenographer.
29. This is a library.
30. This is a University.
31. This is a college.
32. This is a school.
33. This is a primary school.
34. This is a Higher Secondary School.
35. This is a jug.
36. This is a tumbler.
37. This is a receptionist.
38. This is a Public Relations Officer.
39. This is a building.
40. This is an Engineer.
41. This is a city.
42. This is a village.
43. This is a student.
44. This is a teacher.

45. This is a blackboard.
46. This is a chalk piece.
47. This is a book.
48. This is a note-book.
49. This is a pencil.
50. This is a dictionary

☆☆ ☆

1. That is a cow.
2. That is a camel.
3. That is a horse.
4. That is a mare.
5. That is a bird.
6. That is a sparrow.
7. That is an elephant.
8. That is a lion.
9. That is a man.
10. That is a woman
11. That is a girl.
12. That is a boy.
13. That is a student.
14. That is a fan.
15. That is a lamp.
16. That is a door.
17. That is a house.
18. That is a bi-cycle.
19. That is an umberella.
20. That is a box.
21. That is a mirror.
22. That is a bureau.
23. That is a wardrobe.
24. That is a goat.
25. That is a lamb.
26. That is a dog.
27. That is a magazine.
28. That is a newspaper.
29. That is an envelope.
30. That is an ink-pot.
31. That is a basket.
32. That is a heater.
33. That is a cooler.
34. That is a refrigerator.
35. That is a pin.
36. That is a shelf.
37. That is a grocer.
38. That is a tailor.
39. That is a box.
40. That is a plant.
41. That is a workshop.
42. That is a technician.
43. That is a shirt.
44. That is a hut.
45. That is a pen-stand.
46. That is a calendar.
47. That is a lock.
48. That is a key.
49. That is a curtain.
50. That is a cat.

1. These are men.
2. These are women.
3. These are girls.
4. These are boys.
5. These are students.
6. These are servants.
7. These are airhostesses.
8. These are dictionaries.
9. These are drivers.
10. These are tailors.
11. These are tables.
12. These are chairs.
13. These are doors.
14. These are cars.
15. These are offices
16. These are libraries.
17. These are books.
18. These are notebooks.
19. These are pens.
20. These are ashtrays.
21. These are spectacles.
22. These are shoes.
23. These are lions.
24. These are elephants.
25. These are goggles.
26. These are buildings.
27. These are houses.
28. These are locks.
29. These are keys.
30. These are birds.
31. These are gardens.
32. These are trees.
33. These are clerks.
34. These are boxes.
35. These are windows.
36. These are bureaus.
37. These are sofas.
38. These are vegetables.
39. These are rooms.
40. These are grocers.
41. These are baskets.
42. These are fans.
43. These are lamps.
44. These are pins.
45. These are calendars.
46. These are trains.
47. These are aeroplanes.
48. These are pilots.
49. These are officers.
50. These are sentences.

☆☆☆

1. Those are men.
2. Those are women.
3. Those are students.
4. Those are teachers.

5. Those are boys.
6. Those are girls.
7. Those are drivers.
8. Those are door-keepers.
9. Those are airhostesses.
10. Those are servants.
11. Those are fans.
12. Those are lamps.
13. Those are houses.
14. Those are huts.
15. Those are refrigerators.
16. Those are coolers.
17. Those are heaters.
18. Those are stones.
19. Those are animals.
20. Those are dogs.
21. Those are cats.
22. Those are radiosets.
23. Those are mirrors.
24. Those are tables.
25. Those are chairs.
26. Those are books.
27. Those are trees.
28. Those are watches
29. Those are notebooks.
30. Those are cities.
31. Those are villages.
32. Those are villagers.
33. Those are pictures.
34. Those are statues.
35. Those are paintings.
36 Those are bicycles.
37. Those are doors.
38. Those are buildings.
39. Those are officers.
40. Those are offices.
41. Those are windows.
42. Those are fields.
43. Those are watchmen.
44. Those are balls.
45. Those are Universities.
46. Those are colleges.
47. Those are schools.
48. Those are jugs.
49. Those are tumblers.
50. Those are cups.

☆ ☆ ☆

1. That man is tall.
2. That woman is tall.
3. That boy is short.
4. That girl is short.
5. That boy is handsome.
6. That girl is beautiful.
7. That man is ugly.
8. That woman is ugly.

9. That man is a teacher.
10. That woman is a teacher.
11. That man is a driver.
12. That woman is a tailor.
13. That teacher is good.
14. That lady teacher is good.
15. This girl is a student.
16. This boy is a student.
17. This pen is costly.
18. This table is cheap.
19. This chair is durable.
20. This ashtray is beautiful.
21. Those buildings are beautiful.
22. Those rooms are locked.
23. Those are books.
24. Those fans are old.
25. Those note-books are on the table.
26. Those dogs are behind the door.
27. These pens are cheap.
28. These stories are interesting.
29. These refrigerators are costly.
30. These shirts are cheap.
31. These bicycles are new.
32. These sentences are easy.
33. These words are difficult.
34. Those clerks are present.
35. Those teachers are available.
36. These rooms are spacious.
37. These streets are narrow.
38. These roads are wide.
39. These buildings are old.
40. These servants are faithful.
41. These cars are fast.
42. These trains are slow.
43. These doctors are experts.
44. Those men are thieves.
45. These students are industrious.
46. These boys are lazy.
47. These workers are active.
48. That bird is a crow.
49. That animal is a lion.
50. This man is a tailor.

1. This is a room. This is a big room. There are in it (it has) one door and one window. There is (it has) a black-board also. Now the teacher is sitting on a chair. He has a book in his hand. Now he is standing infront of the blackboard. He is writing on the black-board.

2. This is a garden. This is my garden. This garden is big. The trees are tall. There are flowers in my garden. These flowers are beautiful. My garden is in Delhi.

3. This is a house. This house is big. This is my house. It has four rooms: one sleeping-room, one dining-room, one drawing-room and one study-room. It has a kitchen and a bath-room also. This is the sleeping room. This room is big. This is the dining room. This room is small. This is the drawing-room. This room is beautiful. This is the study-room. There are books in this room.

4. This is an office. This is my office. There are a peon & a clerk in the office. The clerk is absent. The peon is present.

Interrogative Pronouns

1. What is this?	This is a pen.
2. What is this?	This is a dog.
3. What is that?	That is a bicycle.
4. What is that?	That is a cow.
5. What are those?	Those are dogs.
6. What are these?	These are tables.
7. What are these?	These are cows.
8. What is this?	This is a house.
9. What is this?	This is a cage.
10. What is that?	That is a window.
11. What is that?	That is a hare.
12. What are these?	These are books.
13. What are these?	These are dogs.
14. What are those?	Those are cages.
15. What are those?	Those are lions.
16. Is this a pen?	Yes, this is a pen.
17. Is this a bed?	No, this is a sofa.
18. Is this a boy?	Yes, this is a boy.
19. Is this an elephant?	Yes, this is an elephant.

20. Is that a table? No, that is a chair.
21. Is that a cat? No, that is a dog.
22. Is that a girl? No, that is a boy.
23. Are these men? Yes these are men.
24. Are these cars? Yes, these are cars.
25. Are these cows? No, these are buffaloes.
26. Are those women? No, those are men.
27. Are those aeroplanes? Yes, those are aeroplanes.
28. Are those birds? Yes, those are birds.
29. Are these girls? No, these are boys.
30. Are these (boy) students? No, these are (men) teachers.

Pronouns

(Simple Nominal Sentences)

He is a boy. She is a girl. They are men. They are women. Is he a student? Yes he is a student. Is she a student? Yes, she is a student. Are you (S. M.) a teacher? Yes, I am a teacher. Are (S.F.) you a clerk? Yes, I am a clerk. Are you (P.M.) teachers? Yes, we are teachers. Are you (P.F.) clerks? No, we are officers. I (S.M.) am a pilot. I (S.F.) am an airhostess.

Who is he? He is a driver.

Who is she? She is a typist.

Who are they (P.F.)? They are typists.

Who are you (S.M.)? I am a teacher.

Who are you (P.M.)? We are tailors.

Who are you (P.F.)? We are students.

The boy is sitting. The girl is standing.

Is the boy sitting? Is the girl standing?

Where are you going now?

Are you going to the University now?

The teachers are present in the School.

The students are present in the class.

Are the teachers present in the school?

Are the students present in the class?

1) Now I am going to the University. I am going to the University library. I am now sitting in the library on a chair. In my hand is a newspaper. The magazine is infornt of me on the table. My friend Zainab is sitting on a chair. She is writing. The pen is new and the handwriting is beautiful.

2) The teacher is going to the class. The students are in the class. There are fans and lamps in the class. There is a blackboard also. Now the teacher is in the class. He is standing infront of the blackboard.

3) She is a girl. She is my sister. She is going to the market. She has a basket in her hand. She is now standing at the bus stop. The bus is coming. My sister is in the bus. Now she is in the market.

Construct Phrases

(Possessed and possessor)

This is a book. This is Mr. Shahid. This is Shahid's book. These are books. This is Mr. Adil. These are Adil's books. This is a room. These are Shahid, Adil and Tara. This is the room of Shahid, Adil and Tara. This is the University. This is the library. This is the University library. This is the college. This is the canteen. This is the college canteen. This is the teacher. This is the book. This is his book. These are his books. This is her book. These are her books. This is their (men) book. This is their (women) book. This is your (S.F.) book. This is your (S.M.) book. This is your (P.M.) book. This is my (M.F.) book. This is our (MF) book. This is a class room. This is my classroom. There are many students in my class. They are my classmates. My classmates are present in the class. This is a shop. This is the shop of a grocer. The grocer is an old man. The grocer is sitting on his chair. This is the shop of a tailor. There are many tailors in the shop. The shop is big. This tailor is famous. This is a lighter. This lighter is of the teacher. This lighter is costly.

☆ ☆ ☆

He is Mr. Anis. He is our teacher. He teaches us Arabic. Our teacher is present in the class. His book is in his hand. The books of the students are infront of them. The teacher is reading from his book. The students are reading from their books. The teacher is writing difficult words on the blackboard with his chalk. The students are writing in their notebooks with their pens. The teacher asks: where is your book, Nihad? Nihad : My book is infront of me, Sir. Teacher: Where is your pen, Rashid? Rashid: My pen is in my pocket, Sir. Teacher: Students, bring your new book tomorrow.

☆ ☆ ☆

Whose book is this?

Whose house is this?

Whose car is this?

Whose books are these?

Whose houses are these?

Whose cars are these?

Whose child is this?

Whose children are these?

Whose shirt is this?

Whose shirts are these?

This chair is made of wood.

This is a wooden chair.

This door is made fo iron.

This is an iron door.

This building is made of red stone.

This necklace is made of gold.

This necklace is made of silver.

This tumbler is made of glass.

Colours and Physical Defects

What colour is your pen?

It is red. The colour of my pen is red.

His shirt is red. Her shirt is green.

His car is red. Her car is green.

This pen is black.

This flower is yellow.

This pen is yellow.

He is brown.

She is brown.

They are brown.

These shirts are black.

These cars are black.

These pens are black.

Is your shirt red?

Yes, my shirt is red.
No, my shirt is green.
He is blind.
She is blind.
He is squint.
She is squint.
Is he lame?
Yes, he is lame.
They are blind.
They are squint.
Is that girl dumb?
Are they dumb?

Past Tense

The boy went to school.
The boy wrote a letter.
The boy read a lesson.
The boy killed a mouse.
The boy opened the door.
The girl went to school.
The girls wrote a letter.
The girls read a lesson.
The girl read a lesson.
The girl killed a mouse.
The girl opened the door.
The boys went to school.
The boys wrote these letters.
The boys read their lessons.
These boys killed the mice.
These boys opened the doors.
These girls went to school.
These girls wrote these letters.
The girls read their lessons.
These girls killed these mice.
The girls opened the doors.
You (S.M.) opened the doors.
You (S.M.) went to school yesterday.
You wrote a letter yesterday.
You read a lesson yesterday.
You killed a mouse yesterday.
You opened the door.
You (S. F.) went to school.
You wrote a letter.
You read a lesson.
You killed a mouse.
You opened the door.
You (P.M.) went to school.
You wrote letters.
You read lessons.
You killed these mice.
You opened the doors.
You (P.F.) went to school.
You wrote letters.

You read lessons.
You opened the door.
I wrote a letter.
I killed a mouse.
We (P. M. & F.) went to school.
We read our lessons.
We opened the doors.
Did the boy close the door?
Did the boys go to school?
Did you kill a mouse?
The boy did not write the letter?
I did not open the door.
Did you not open the door?
Did the boys not kill the mice?

You killed the mice.
I (S.M. and F.) went to school.
I read a lesson.
I opened the door.
We wrote letters.
We killed mice.
Did the boy open the door?
Did the boy write a letter?
Did the girls go to school?
Did you read the letter?
The girls did not go to school.
Did he not go to school?
Did the girl not read the lesson?
Did we not write letters?

☆ ☆ ☆

Mr. Rashid went to the market. He went on foot. He went to the butcher's shop. He bought some meat and returned to his hostel.

What do you have in your hand? This is a magazine. Have you read it? No, I have not read it.

The girls sat in the garden. They ate their lunch. Did you go to the hospital? Yes, I went to the hospital yesterday.

Hello! How are you Miss Zainab? Where is your friend Miss Fatima? Did you go to the theatre yesterday?

Hello! Mr. Rashid, where are you going now? Are you going to the market. Are you going by car. Yes, I am going by car. Where is your driver? My driver is sick.

☆ ☆ ☆

Who are you? I am a student. My name is Rashid. Where are you from? I am from Kashmir. When did you come to Delhi? I came to Delhi last month. Where are you staying in Delhi? I am staying in a hostel. Are you a

student of this University? Yes, I am a student of this University. I am studying the Arabic language in this University.

☆ ☆ ☆

Yesterday evening I visited my friend in his house. I sat with him in his drawing-room. We drank tea. After that we left his house and went to the market. I bought books, note-books and papers. I also bought apples, grapes, bananas and oranges.

When I came back home, my wife saw my friend with me. She asked me: who is he? I told her: He is my friend. His name is Mr. Shahid. Then she saw these things in my hands. She asked me: What are these things in your hands? I told her: These are fruits and books. She said: When did you go to the market? I said: I went to the market this evening with my friend.

☆ ☆ ☆

Present Tense

(Present & Future)

1. He goes to office.
2. She goes to office.
3. They (men) go to office.
4. They (women) go to office.
5. You (S.M.) go to office.
6. You (S.F.) go to office.
7. You (P.M.) go to office.
8. You (P.F.) go to office.
9. I (S.M.F.) go to office.
10. We (P.M. F.) go to office.
11. Does he go to office?
12. Does she go to office.
13. Do they (men) go to office?
14. Do they (women) go to office.
15. Do you go to office?
16. She does not go to office.
17. They (men) do not go to office.
18. They (women) do not go to office.
19. You do not go to office.
20. I do not go to office.
21. We do not go to office.
22. Does he not go to office?
23. Does she not go to office?
24. Do they (men) not go to office?

25. Do they (women) not go to office?
26. Do you (S.F.) not go to office?
27. Do I not go to office.
28. Do we not go to office.

☆ ☆ ☆

The name of our teacher is Mr. Anis. He works in the University. He has a room. We go to his room every day for lesson. Yesterday also we went to his room. We knocked at the door. We opened the door. We entered the room. We read a lesson and returned to our rooms.

☆ ☆ ☆

1. He will go to school tomorrow.
2. She will go to school tomorrow.
3. They (men) will go to school tomorrow.
4. They (women) will go to school tomorrow.
5. You (S.M.) will go to school tomorrow.
7. You (P.M.) will go to school tomorrow.
8. You (P.F.) will go to school tomorrow.
9. I (M.F.) will go to school tomorrow.
10. We (M.F.) will go to school tomorrow.
11. Will he go to school tomorrow?
12. Will she go to school tomorrow?
13. Will you (S.M.) go to school tomorrow?
14. He will not go to school tomorrow.
15. She will not go to school tomorrow.
16. I shall not go to school tomorrow.
17 . Will he not go to school tomorrow?
18. Will she not go to school tomorrow?
19. Will they (women) not go to school tomorrow?
20. Shall we not go to school tomorrow?

☆ ☆ ☆

This is my elder brother. His name is Mr. Anwar. He works in an office in Delhi. He goes to his office every day in the morning. He gets up from his sleep in the early morning. He goes to the bathroom, cleans his teeth and takes bath. He puts on clean clothes and then eats his breakfast. At 9.00 O'clock he takes his bag and leaves for his office. He works in the office till 4.30 P.M. and returns home at 5.00 P.M.

☆ ☆ ☆

The policeman is a government employee. He wears an official uniform. He always has a stick in his hand. He moves from one place to another. He catches thieves, gamblers, drunkards and all bad persons. Bad persons are afraid of him. His salary is small but his work is tiresome.

☆ ☆ ☆

Agra is a small city. It is in North India. This city is small but is very famous. It is famous all over the world for a beautiful tomb. It is called Taj Mahal. It was built by the Mughal Emperor, Shah Jahan many years ago. Thousands of workers built it in twenty years. People come to see this historical monument from all corners of the world.

☆ ☆ ☆

My friend shahid came to me yesterday evening. I was very happy to see him. I received him with all cheerfulness and seated him in the drawing room. Shahid asked me: will you be busy during the coming week? I said: No, why do you ask me this question? Shahid: I and Tara will go to Nainital during the next week. Will you accompany us? I said: It is a nice idea. Now-a-days it is hot in Delhi. It will be nice if we go to Nainital. How long shall we stay in Nainital? Shahid: we will stay there for two weeks. I: That is nice too. When we come back to Delhi after two weeks, it will not be very hot in Delhi. Shahid: fine, then get ready to leave tomorrow morning. We shall go by bus.

Simple Past Tense

1. He was a student.
2. She was a student.
3. They (men) were students.
4. They (women) were students.
5. You (S.F.) were a student.
6. You (P.M.) were students.
7. You (P.F.) were students.
8. I (M) was a student.
9. I (F) was a student.
10. We (P.M.) were students.
11. We (F) were students.
12. He was not a student.
13. She was not a student.
14. They (M), were not students.
15. They (F), were not students.
16. You (S.M.) were not a student.
17 . You (S.F.) were not a student.
18. You (P.M.) were not students.
29. You (P.F.) were not students.
20. I (M) was not a student.
21. I (F) was not a student.
22. We (M) were not students.
23. Was he a student?
24. Was she a student?
25. Were they (F) students?
26. Were you (S.M.) a student?
27. Was he not a student?
28. Were we (M) not students?

I was free yesterday. I went to Shahid's house to see him. He was (present) at home. He was very happy to see me. He seated me in the drawing room. His servant was absent yesterday. His sitster was also not (present) at home. He went to the kitchen and prepared tea for us. Then we drank tea and talked about many things. After tea we went to Tara's house. Tara was not (present) at home. It was evening. We returned to our houses.

Comparative & Superlative

This house is beautiful.

This house is more beautiful than that house.

This is the most beautiful house.

Is this house more beautiful than that house?

Is this the most beautiful house?

This room is more spacious than that room.

This film is more interesting than the novel.

This lesson is more difficult than that lesson.

This boy is taller than that boy.

This man is shorter than my brother .

This woman is more beautiful than his sister.

This film is lengthier than that film.

Those stories are more interesting than that story.

Those pens are cheaper than that pen.

This boy is taller than that girl.

My car is costlier than her car.

Those cars are cheaper than my car.

This is the most interesting film.

That is the most interesting story.

This is the cheapest car.

He is the most intelligent student.

She is the most beautiful woman.

This is the most difficult lesson.

This is the most spacious room.

Is he the most intelligent boy?

Is this the costliest car?

Is he the most senior officer.

Is her voice the sweetest of all voices.

Is your house more spacious than that of your friend's?

Is your daughter older than my son?

Are your servants more hardworking than my servant?

Numerals

I have one book.

My friend has two books.

She has one note-book.

There are two tables in my room.

There are three books and four note-books in her bag.

I bought five pens, and six note-books from the market yesterday evening.

Shahid has eleven books and twelve note-books.

Tara bought fifteen forks and sixteen spoons.

I have one hundred rupees.

He has two hundred books.

Subjunctive

I want to read this novel.

Do you want to see this film?

I request you to visit me someday.

Can you lend me your bicycle?

I cannot go to London next month.

I pray to God to give me knowledge.

Adjectival phrases

He is a tall boy.

She is a tall girl.

You (S.M.) are a tall boy.

You (S.F.) are a tall girl.

I am a tall girl.

We are tall girls.

Are you a tall boy?

They are tall boys.

They are tall women.

You (P.M.) are tall boys.

You (P.F.) are tall girls.

We are tall boys.

Is he a tall boy?

A tall boy came to me.

A tall girl came to me.

Tall boys came to me.

Tall girls came to me.

That tall boy came to me.

That tall girl came to me.

Those tall boys came to me.

Those tall girls came to me.

Where is your new pen.

Is this your new shirt?

Is he your older brother?

Is she your younger sister?

My new car is parked in front of my office.

This is a new car.

This is an old table.

These are new cars.

These are old tables.

This is a costly pen.

These are costly pens.

☆ ☆ ☆

Mr. Adil: Mr. Rashid, are you free tomorrow?

Mr. Rashid: When?

Mr. Adil: In the morning.

Mr. Rashid: No, I am sorry, I will go to see an old friend of mine tomorrow morning. His eldest son is sick.

Mr. Adil: And evening?

Mr. Rashid: I am sorry again, my dear friend this evening too I am busy. I will go to Delhi International Airport. An old friend of mine is coming with his old (aged) mother.

Mr. Adil: When can I see you tomorrow?

Mr. Rashid: You can come to see me in the afternoon at 3 O' clock.

Mr. Adil: fine, thank you.

☆ ☆ ☆

The President of Egypt received the President of India yesterday. They held talks about improving the bilateral relations between the two countries.

☆ ☆ ☆

An official source stated that the Ambassador of Pakistan conveyed to the

President of India a verbal message of the President of Pakistan regarding the bilateral relations between India an Pakistan.

☆ ☆ ☆

The Israeli Prime Minister reached London yesterday afternoon on a six day official visit to Britain. The Israeli Prime Minister will hold talks with the British Prime Minister regarding a peaceful solution to the Middle East problem.

☆ ☆ ☆

Mr. Yasser Arafat, Chairman of the Palestinian Liberation Organisation reached Cairo last night on a five-day visit to Egypt. He will hold talks with top officials regarding the Palestinian problem and the current situation in the region.

☆ ☆ ☆

State Minister for foreign affairs will leave here for Vienna on an official visit to Hungary. He will hold talks with the Hungarian authorities aiming at strengthening bilateral relations between the United Arab Emirates and Hungary.

☆ ☆ ☆

The President of Tunisia received yesterday a member of executive committee of the Palestinian Liberation Organisation. A meeting was held in Kartaj Palace. Present at the meeting were: the Foreign Minister, the Home Minister and the PLO representative in Tunisia.

☆ ☆ ☆

The Prime Minister of India went to Egypt last month. He met the president of Egypt. He was with him for one hour. After the meeting he told the pressmen that he discussed with the president relations between the two countries.

The Foreign Minister of Egypt visited India last week. The Indian foreign minister and some senior officers of the foreign ministry received him at the airport. The foreign minister of Egypt said at the airport: I will stay in India for three days. I will discuss with the Prime Minister and the foreign minister of India bi-lateral relations. We want to improve our relations with India.

☆ ☆ ☆

The Prime Minister called an urgent meeting of the cabinet. He discussed with them some important matters. He also informed his colleagues that his discussions with the president of America were successful.

☆ ☆ ☆

The Home Minister of India met the Prime Minister last night. He was with him for nearly one hour. The Home Minister later informed the pressmen that he did not discuss with the Prime Minister any official matter. It was a purely friendly meeting.

☆ ☆ ☆

The Prime Minister of India received yesterday evening in his office, the Public Works Minister of Syria. Their meeting lasted for one hour. Sources say that Public Works Minister of Syria delivered a verbal message from the Syrian President to the Prime Minister of India.

☆ ☆ ☆

The present Chairman of the Organisation of Arab Unity has launched efforts with non-oil producing Arab and African countries to meet the "Natural Consequences" of next year's oil price rise, Foreign Affairs Under Secretary said yesterday.

☆ ☆ ☆

The Prime Minister today appealed to the people to take the message of family planning to every house to ensure satisfactory living standards to all especially, the weaker sections.

In a message over Radio and Television he said the country's prosperity depended on small families. "We have been making efforts to develop our country so that we are able to give employment to every person and to give a satisfactory living from that employment," he said.

☆ ☆ ☆

Iraq and India have signed a joint minutes for bilateral economic, trade and technical co-operation. The two countries will explore means of consolidating ties of co-operation in technical, culrural, trade, industry, transport, communication, agriculture and irrigation fields.

☆ ☆ ☆

The PM will pay a three day visit to Nepal from December 9. This will be his first visit to a neighouring country since he assumed office this year.

☆ ☆ ☆

Glossary — الكلمات العسيرة

Cup (for tea/coffee)	فِنْجَانٌ/ فَنَاجِينُ
Cup/tumbler	كُوبٌ/ أَكْوَابٌ
Flower	زَهْرٌ/ أَزْهَارٌ (زَهْرَةٌ .N.U. F)
Ashtray	مِنْفَضَةٌ/ مَنَافِضُ
Sofa	أَرِيكَةٌ/ أَرَائِكُ
Radio	راديو
Radio-set	جهاز راديو
Radio-sets	أَجْهِزَةُ رَادِيو
Doorkeeper	بَوَّابٌ/ بَوَّابُونَ
Airhostess	مُضِيْفَةٌ/مُضِيْفَاتٌ
Typist (girl)	كَاتِبَةٌ/ كَاتِبَاتٌ (عَلى الآلَة)
Clerk	كَاتِبٌ/ كَتَبَةٌ
Stenographer (man)	كَاتِبُ الإخْتِزَالِ
Postman	سَاعِي البَرِيْد
Postmen	سُعَاةُ البَرِيْدِ
Primary school	مَدْرَسَةٌ إبْتِدَائِيَّةٌ
Secondary School	مَدْرَسَةٌ ثَانَوِيَّةٌ
Jug	إبْرِيقٌ/ أَبَارِيقُ
Chalk (piece/ stick)	طَبَاشِيْرُ
Receptionist (man)	ضَابِطُ الإسْتِقْبَالِ
Receptionists (men)	ضُبَّاطُ الإسْتِقْبَالِ
Public Relations Officer (man)	ضَابِطُ العَلاقَاتِ العَامَّةِ
Public Relations Officers (men)	ضُبَّاطُ العَلاقَاتِ العَامَّةِ

Pencil	قَلَمُ الرَّصَاصِ
Blackboard	سَبُّورَةٌ/ سَبُّورَاتٌ
Camel	جَمَلٌ/ جِمَالٌ
Cow	بَقَرَةٌ/ بَقَرَاتٌ
Horse	حِصَانٌ / أحْصِنَةٌ
Mare/horse	فَرَسٌ / أفْرَاسٌ
Fan	مِروَحَةٌ/ مَراوِحُ
Lion	أَسَدٌ/ أُسُودٌ
Sparrow	عُصْفُورَةٌ/ عَصَافِيْرُ
Bird	طَائِرٌ/ طُيُورٌ
Lamp	مِصْبَاحٌ/ مَصَابِيْحُ
Bi-cycle	دَرَّاجَةٌ/ دَرَّاجَاتٌ
Umbrella	مِظَلَّةٌ/ مِظَلَّاتٌ
Box	صُنْدُوقٌ/ صَنَادِيقُ
Bureau (writing desk)	مِنْضَدَةٌ/ مَنَاضِدُ
Mirror	مِرْآةٌ / مَرَايا
Wardrobe	دُولَابٌ/دَوَالِيْبُ
Goat	شَاةٌ/ شِيَاةٌ
Lamb	حَمَلٌ/ حُمْلَانٌ
Magazine	مَجَلَّةٌ/مَجَلَّاتٌ
Newspaper	صَحِيفَةٌ/ صُحُفٌ
Envelope	ظَرْفٌ/ ظُرُوفٌ
Inkpot	دَوَاةٌ/دَوَيَاتٌ
Basket	سَلَّةٌ/ سِلَالٌ
Heater	سَخَّانَةٌ/ سَخَّانَاتٌ
Cooler (water cooler)	مُبَرِّدُ المَاءِ
Air (room) cooler	مُبَرِّدُ الهَوَاء
Pin	دَبُّوسٌ/ دَبَابِيسُ

English	Arabic
Shelf	رَفٌّ/ رُفُوفٌ
Grocer	بَقَّالٌ/ بَقَّالُونَ
Green grocer, vegetable seller	خُضَرَواتى
Plant	نَبْتَةٌ/ نَبَتَاتٌ
Workshop	وِرْشَةٌ/ وِرَشٌ ، مَصْنَعٌ/ مَصَانِعُ
Technician	فَنِّيٌّ/ فَنِّيُّونَ
Calendar	تَقْوِيمٌ/ تَقَاوِيمُ
Hut	كُوخٌ/أَكْوَاخٌ
Penstand	مِقْلَمٌ/مَقَالِمُ
Lock	قُفْلٌ/أَقْفَالٌ
Key	مِفْتَاحٌ/ مَفَاتِيحُ
Curtain	سِتَارَةٌ/ سَتَائِرُ
Building	عِمَارَةٌ/عِمَارَاتٌ
Vegetable/s	خُضَارٌ
Spectacles/glasses	نَظَّارَاتٌ
Goggles, Sunglasses	نَظَّارَاتٌ شَمْسِيَّةٌ
Shoe	حِذَاءٌ/أَحذِيَةٌ
Train	قِطَارٌ/قِطَارَاتٌ
Pilot	طَيَّارٌ/ طَيَّارُونَ
Stone	حَجَرٌ/ أَحْجَارٌ
Aeroplane	طَائِرَةٌ/طَائِرَاتٌ
Official, officer	مُوَظَّفٌ/ مُوَظَّفُونَ
Refrigerator	ثَلَّاجَةٌ/ ثَلَّاجَاتٌ
City	مَدِينَةٌ/مُدُنٌ
Picture	صُورَةٌ/ صُوَرٌ
Statue	تِمْثَالٌ/ تَمَاثِيلُ
Field	مَيْدَانٌ/ مَيَادِينُ
Beautiful/handsome	جَمِيلٌ

Tailor	خَيَّاطٌ/ خَيَّاطُونَ
Tall/long	طَوِيلٌ
Short	قَصِيرٌ
University	جَامِعَةٌ/ جَامِعَاتٌ
Painting	لَوحَةٌ/ لَوحَاتٌ
Costly, expensive	ثَمِينٌ
Cheap	رَخِيصٌ
Durable	مَتِينٌ
Interesting	مُمْتِعٌ
Open	مَفْتُوحٌ
Locked	مُقْفَلٌ
Behind	وَرَاء
Easy	سَهْلٌ
Difficult	صَعْبٌ
Story	قِصَّةٌ/قِصَصٌ
Present	حَاضِرٌ/مَوجُودٌ
Spacious	وَاسِعٌ
Fast	سَرِيعٌ
Slow	بَطِيءٌ
Thief, robber	لِصٌّ/ لُصُوصٌ
Shirt	قَمِيصٌ/ قُمْصَانٌ
Loyal/faithful	وَفِيٌّ/أَوْفِيَاءُ
Lazy	كَسْلَانٌ/ كُسَالَى
Hardworking, industrious	مُجْتَهِدٌ/ مُجْتَهِدُونَ
Expert	مَاهِرٌ/مَاهِرُونَ/خَبِيرٌ/ خُبَرَاءُ
Old	قَدِيمٌ/قُدَامَى
Narrow	ضَيِّقٌ
Worker	عَامِلٌ/ عُمَّالٌ

Crow غُرَابٌ/ غِرْبَانٌ
Animal حَيَوَانٌ/ حَيَوَانَاتٌ
Door بَابٌ/ أَبْوَابٌ
Window شُبَّاكٌ/ شَبَابِيْكُ
In his hand, he has فِي يَدِهِ
Garden حَدِيقَةٌ/ حَدَائِقُ
Room غُرْفَةٌ/غُرَفٌ
Sleeping room, bedroom غُرْفَةُ النَّوْمِ
Dining room غُرْفَةُ الطَّعَامِ
Drawing room غُرْفَةُ الاسْتِقْبَالِ
Study room غُرْفَةُ الدِّرَاسَةِ
Kitchen مَطْبَخٌ/ مَطَابِخُ
Bathroom حَمَّامٌ/ حَمَّامَاتٌ
Office مَكْتَبٌ/ مَكَاتِبُ
Peon فَرَّاشٌ/ فَرَّاشُونَ
Absent غَائِبٌ
Pen قَلَمٌ/ أقْلَامٌ
Dog كَلْبٌ/ كِلَابٌ
Table طَاوِلَةٌ/ طَاوِلَاتٌ
House بَيْتٌ/ بُيُوتٌ
Hare, rabbit أرنَبٌ/ أرَانِبُ
Elephant فِيلٌ/ أفْيَالٌ
Girl بِنْتٌ/ بَنَاتٌ
Boy وَلَدٌ/ أوْلَادٌ
Man رَجُلٌ/ رِجَالٌ
Driver سَوَّاقٌ/ سَوَّاقُونَ
Class/classroom فَصْلٌ/ فُصُولٌ
Library مَكْتَبَةٌ/ مَكْتَبَاتٌ

Infront of	أَمَامَ
Sister	أُخْتٌ/ أَخَوَاتٌ
Bus-stop	مَوقِفُ البَصِ (مَوَاقِفُ)
Market	سُوقٌ/ أسوَاقٌ
Word	كَلِمَةٌ/ كَلِمَاتٌ
Difficult words, Glossary	كَلِمَاتٌ عَسِيرَةٌ
To bring	جَاءَ/ يَجِيءُ/ جَيْئَةٌ (ب)
Pocket	جَيْبٌ/ جُيُوبٌ
Child	طِفْلٌ/ أطْفَالٌ
From/ made of	مِنْ
Made of wood	مِنَ الخَشَبِ
Iron	حَدِيدٌ
Red stone/sand stone	الحَجَرُ الأَحْمَرُ
Gold	ذَهَبٌ
Silver	فِضَّةٌ
Necklace	قلادةٌ/قلائِدُ
Anklet	خَلْخَالٌ/خَلاخِيلُ
Defect	عَيْبٌ/ عُيُوبٌ
Physical defects	عُيُوبٌ بَدَنِيَّةٌ
Squint	أعْوَرُ/عَورَاءُ/ عُورٌ
Blind	أعْمَى/ عَمْيَاءُ/ عُمْيٌ
Lame	أعْرَجُ/ عَرْجَاءُ/ عُرْجٌ
Dumb	أخْرَسُ/ خَرْسَاءُ/ خُرْسٌ
To write	كَتَبَ/ يَكْتُبُ/ كِتَابَةً
To read	قَرَأَ/ يَقْرَأُ/ قِرَاءَةً
To go	ذَهَبَ/ يَذْهَبُ/ ذَهَابًا
To kill	قَتَلَ/ يَقْتُلُ/ قَتْلاً

To open	فَتَحَ/ يَفْتَحُ/ فَتْحًا
Mouse	فَأْرٌ/ فِئْرَانٌ (فَأْرَةٌ NUF)
Butcher	جَزَّارٌ/ جَزَّارُونَ
Meat	لَحْمٌ
Hostel	دَاخِلِيَّةٌ/ دَاخِلِيَّاتٌ
Hostel	دارُالإقَامَةِ/ دُورٌ
To eat	أَكَلَ/ يَأْكُلُ/ أَكْلاً
Hospital	مُسْتَشْفَى/ مُسْتَشْفَيَاتٌ
To sit	جَلَسَ/ يَجْلِسُ/ جُلُوسًا
Lunch	غَدَاءٌ
Dinner	عَشَاءٌ
Breakfast	فُطُورٌ
Yesterday	أَمْسِ
Tomorrow	غَدًا
Today	اَلْيَومَ
To visit	زَارَ/ يَزُورُ/ زِيَارَةً
Friend	صَدِيقٌ/أَصْدِقَاءُ
To leave	غَادَرَ/ يُغَادِرُ/ مُغَادَرَةً
After	بَعْدَ
After that	بَعْدَ ذَلِكَ
Also	أَيْضًا
To buy	إِشْتَرَى/ يَشْتَرِي/ إِشْتِرَاءً
Apple	تُفَّاحٌ (تُفَّاحَةٌ N.U.)
Banana	مَوْزٌ (مَوْزَةٌ N.U.)

Grapes	عِنَبٌ(عِنَبَةٌ .N.U)
Oranges	بُرْتُقَالٌ (بُرْتُقَالَةٌ .N.U)
To return, to come back	عَادَ/ يَعُودُ/ عَوْدَةٌ
Wife	زَوْجَةٌ/زَوْجَاتٌ
To see	رَأَى/ يَرَى/ رُؤْيَةٌ
To ask	سَأَلَ/ يَسْأَلُ/ سُؤَالاً
To tell, to say (to)	قَالَ/يَقُولُ/ قَوْلاً (لِ)
Thing	شَيْءٌ / أَشْيَاءُ
Then	ثُمَّ
Fruit	فَاكِهَةٌ/ فَوَاكِهُ
When	مَتَى
Where	أَيْنَ
What	مَا
Who	مَنْ
Is, are, am? (interrogative)	هَلْ/أَ
To work	إِشْتَغَلَ/ يَشْتَغِلُ/إِشْتِغَالاً
To work	عَمِلَ/ يَعْمَلُ/ عَمَلاً
Every day	كُلَّ يَوْمٍ
To knock (at)	دَقَّ/ يَدُقُّ/ دَقًّا (عَلَى)
To enter	دَخَلَ/ يَدْخُلُ/ دُخُولاً
Lesson	دَرْسٌ/ دُرُوسٌ
Brother	أَخٌ/ إِخْوَةٌ/ إِخْوَانٌ
Name	إِسْمٌ/ أَسْمَاء
To wake up, to get up	إِسْتَيْقَظَ/ يَسْتَيْقِظُ/ إِسْتِيقَاظًا
Sleep	نَوْمٌ
Early morning	صَبَاحٌ بَاكِرٌ
To clean	نَظَّفَ/ يُنَظِّفُ/ تَنْظِيفًا
Tooth, Teeth	سِنٌّ/ أَسْنَانٌ

To take bath	تحمَّمَ/ يتحَمَّمُ/ تَحَمُّمًا
To wear, to put on	إرتَدَى/ يَرْتَدِى/ إرْتِدَاءً
To put on, to wear	لَبِسَ/ يَلْبَسُ/ لُبْسًا
Clean	نَظِيْفٌ
Clothes	مَلْبَسٌ/ مَلَابِسُ
At 9.00 O'clock	فِى السَّاعَةِ التَّاسِعَةِ
A.M., in the morning	صَبَاحًا/ فِى الصَّبَاحِ
P.M., in the evening	مَسَاءً/ فِى الْمَسَاءِ
Bag	حَقِيْبَةٌ/ حَقَائِبُ
Till	حَتَّى
At 4:30	فِى السَّاعَةِ الرَّابِعَةِ والنِّصْفِ
Policeman	شُرْطِيٌّ/ شُرْطِيُّونَ
Policeman/soldier	عَسْكَرِىٌّ/ عَسَاكِرُ
Police	شُرْطَةٌ
Government	حُكُومَةٌ/ حُكُومَاتٌ
Government official	مُوَظَّفٌ حُكُومِىٌّ
Uniform	زِىٌّ/ أزْيَاءٌ
Official uniform	زِىٌّ رَسْمِىٌّ
Always	دَائِمًا
Stick	عَصًا/ عِصِىٌّ
To move	إنْتَقَلَ/ يَنْتَقِلُ/ إنْتِقَالاً
To hold, to catch	أمْسَكَ/ يُمْسِكُ/ إمْسَاكًا
To arrest, to catch (s. o.)	ألْقَى/ يُلْقِى القَبْضَ على
Gambler	مُقَامِرٌ/ مُقَامِرُونَ
Drunkard	مُسْكِرٌ/ مُسْكِرُونَ
Bad people/ persons	أصْحَابُ السُّوءِ
To fear from	خَافَ/ يَخَافُ/ خَوفًا مِنْ
Afraid of	خَائِفٌ/ خَائِفُونَ مِنْ

Salary	مُرَتَّبٌ/ مُرَتَّبَاتٌ
Tiresome, tiring	مُتْعِبٌ
Agra	آجرَا/ آكْرَا
North India	شِمَالُ الهند
North	شِمَالٌ
South	جُنُوبٌ
East	مَشرِقٌ
West	مَغرِبٌ
But	لكِن
Famous	مَشْهُورٌ/ شَهِيرٌ
All over/around the world	حَولَ العَالَمِ
Tomb	مَقْبَرَةٌ/ مَقَابِرُ
To build	بَنَى/ يَبْنِي/ بِنَاءً
To be built	بُنِيَ/ يُبْنَى/ بِنَاءً
Emperor	إمْبِرَاطُورٌ/ أبَاطِرَةٌ
The Mughal Emperor	الإمْبِرَاطُورُ المُغُولِي
Ago, Before	قَبْلَ
Thousand	أَلفٌ/ أُلُوفٌ
Monument	أثَرٌ/ آثَارٌ
Historical monument	أثَرٌ تَارِيْخِيٌّ
Corner	نَحْوٌ/ أنْحَاءٌ
World	دُنْيَا
World	عَالَمٌ
Happy	سَعِيْدٌ/ سُعَدَاءُ
To receive	إسْتَقْبَلَ/ يَسْتَقْبِلُ/ إسْتِقْبَالاً
Cheerfulness	بَشَاشَةٌ
To seat, to offer a seat	أجْلَسَ/ يُجْلِسُ/ إجْلَاسًا
Busy	مَشْغُولٌ

Weak	أُسْبُوعٌ/ أَسَابِيعُ
Next weak	الأُسْبُوع القَادِم
Why	لِمَاذا
Question	سُؤَالٌ/ اسْئِلَةٌ
During	خِلَالَ
To accompany	رَافَقَ/ يُرَافِقُ/ مُرَافَقَةٌ
Idea, thought	فِكْرَةٌ/ فِكَرٌ
Good idea, nice idea	فِكْرَةٌ جَمِيلَةٌ
Now-a-days, these days	فِي هَذِهِ الايَّام
Heat	حَرَارَةٌ
It is hot, it is live	هُنَاك حَرارَةٌ
It will be nice	يَكُونُ حَسَنًا
How long, till when	حَتَّى مَتَى
To stay	أَقَامَ/ يُقِيمُ/ إِقَامَةً
To return, to come back	رَجَعَ/ يَرْجِعُ/ رُجُوعًا
When	عِندَمَا
When we come back	عِنْدَمَا نَعُودُ/ نَرْجِعُ
Fine, good	طَيِّبٌ
To prepare, to get ready	إِسْتَعَدَّ/ يَسْتَعِدُّ/ إِسْتِعْدَادًا
To ge ready	أَخَذَ/ يَأْخُذُ (الإِسْتِعْدَادَ)
By bus	بِالبَاصِ/بِالْبَص
To be	كَانَ/ يَكُونُ/ كَونًا
He was	كَانَ
He was not	مَا كَانَ/ لَمْ يَكُنْ
Was he	هَلْ كَانَ/ أَكَانَ
Free, unoccupied	فَاضِي/ خَالِي
To prepare s.th.	أَعَدَّ/ يُعِدُّ/ إِعْدَادًا
To drink	شَرِبَ/ يَشْرَبُ/ شُرْبًا

English	Arabic
To talk	تَحَدَّثَ / يَتَحَدَّثُ / تَحَدُّثًا
Many, much	كَثِيرٌ
Many things	أَشْيَاءُ كَثِيرَةٌ
About	حَوْلَ / عَنْ
Comparative/ superlative noun (adjectival)	إِسْمُ التَّفْضِيلِ
More spacious	أَوْسَعُ
Bulkier, thicker	أَضْخَمُ
More beautiful	أَجْمَلُ
More interesting	مُمْتِعٌ أَكْثَرُ
More difficult	أَصْعَبُ
Taller, lengthier	أَطْوَلُ
Shorter	أَقْصَرُ
Cheaper	أَرْخَصُ
Costlier	أَغْلَى
More intelligent	أَذْكَى
Senior, older	أَقْدَمُ / أَكْبَرُ
Sweeter	أَحْلَى
Voice, sound	صَوْتٌ / أَصْوَاتٌ
More hardworking	مُجْتَهِدٌ أَكْثَرُ
Servant	خَادِمٌ / خَدَمٌ
Rupee	رُوْبِيَّةٌ / رُوبِيَاتٌ
One hundred rupees	مِئَةُ رُوبِيَةٍ
I want to read	أَوَدُّ أَنْ أَقْرَأَ
Do you want to see	هَلْ تُرِيدُ أَنْ تَرَى
I request you to visit	أَرْجُو أَنْ تَزُورَ
I can not go	لَا يُمْكِنُ لِي أَنْ أَذْهَبَ
I pray to God to give me	أَدْعُوا إِلَى اللهِ أَنْ يُعْطِيَنِي
To come	قَدِمَ / يَقْدَمُ / قُدُومًا

Elder	أَكْبَرُ
Is he?	هَلْ هُوَ/أَهُوَ؟
Younger	أَصْغَرُ
Parked	وَاقِفَةٌ
New	جَدِيْدٌ
Old	قَدِيْمٌ
Sorry (I am)	آسِفٌ
Sick/ unwell	مَرِيْضٌ/ مَرْضَى
My dear friend	صَدِيْقِي الْعَزِيْزُ
Airport	مَطَارٌ/ مَطَارَاتٌ
Delhi International Airport	مَطَارُ دِلْهِي الدُوَلِي
Old, aged	مُسِنٌّ
To be able, can	أَمْكَنَ/ يُمْكِنُ/ إِمْكَانًا
In the afternoon	عَصْرًا/ فِي الْعَصْرِ
Thanks, Thank you	شُكْرًا
Journalism	صَحَافَةٌ
Daily newspaper	صَحِيْفَةٌ
Journalistic; journalist	صُحُفِيٌّ
Presiden, head, chief, chairman	رَئِيْسٌ/ رُؤُسَاءُ
Egypt	مِصْرُ
India	الْهِنْدُ
To hold (talks)	أَجْرَى/ يُجْرِي/ إِجْرَاءً (مُحَادَثَاتٍ)
To improve	حَسَّنَ/ يُحَسِّنُ/ تَحْسِيْنًا
Relation/s	رَابِطَةٌ/ رَوَابِطُ، عَلَاقَةٌ/ عَلَاقَاتٌ
Bilateral relations	عَلَاقَاتٌ ثُنَائِيَّةٌ
Between	بَيْنَ
Source	مَصْدَرٌ/مَصَادِرُ
Official source	مَصْدَرٌ رَسْمِيٌّ

Ambassador — سَفِيرٌ / سُفَرَاءُ

To convey — بَلَّغَ / يُبَلِّغُ / تَبْلِيغًا

Message — رِسَالَةٌ / رِسَالَاتٌ

Verbal message — رِسَالَةٌ شَفَهِيَّةٌ

Written message — رِسَالَةٌ خَطِّيَّةٌ

Regarding — حَولَ / عَنْ

Prime Minister — رئيسُ الوُزَرَاءِ

To reach, to arrive (at) — وَصَلَ / يَصِلُ / (إلَى) وُصُولاً

London — لُندن

Pakistan — بَاكِسْتَان

Israel — إسرَائيل

Afternoon — بَعْدَ الظُّهرِ / ظُهرًا

Britain — بريطَانِيَا

Visit — زِيَارَةٌ / زِيَارَاتٌ

Official visit — زِيَارَةٌ رَسْمِيَّةٌ

Six-day (long) — تَسْتَغرِقُ سِتَّةَ أيَّامٍ

Solution — حَلٌّ / حُلُولٌ

Peaceful — سِلْمِيٌّ

Problem — مُشْكِلَةٌ / مَشَاكِلُ

Middle East — الشَّرْقُ الأوسَطُ

PLO=Palestinian Liberation Organisation — مُنَظَّمَةُ التَّحْرِيرِ الفِلَسْطِينِيَّةِ

Cairo — القَاهِرَةُ

Last night — البَارِحَة

Top officials — كِبَارُ المُوَظَّفِينَ

Situation — وَضْعٌ / أوْضَاعٌ

Current situation — الْوَضْعُ الرَّاهِنُ

Region — إقْلِيمٌ / أقَالِيمُ

Minister	وَزِيرٌ / وُزَرَاءُ
Minister of state	وَزِيرُ الدَّوْلَةِ
Foreign Affairs	الشُّؤُونُ الخارِجِيَّةُ
Vienna	فِيينا
Hungary	المَجَر
Authorities	سُلْطَةٌ / سُلُطَاتٌ
Aiming (at), To aim at	هَدَفَ / يَهدِفُ / هَدَفًا (إلى)
To strengthen	عَزَّزَ / يُعَزِّزُ / تَعْزِيزًا
United Arab Emirates (UAE)	الإمَارَاتُ العَرَبِيَّةِ المُتَّحِدَةُ
Tunisia	تُونس
Member	عُضوٌ / أعْضَاءُ
Committee	لَجْنَةٌ / لِجَانٌ
Executive Committee	اللَّجْنَةُ التَّنْفِيذِيَّةُ
To hold (meeting)	عَقَدَ / يَعقِدُ / عَقْدًا
Meeting	إجْتِمَاعٌ / إجْتِمَاعَاتٌ
Palace	قَصْرٌ / قُصُورٌ
Kartaj Palace	قَصْرُ قَرطَاج
Present at the meeting were...	حَضَرَ الإجْتِمَاعَ
Foreign Minister	وَزِيرُ الخَارجِيَّةِ
Home Minister	وَزِيرُ الدَّاخِلِيَّةِ
Representative	مُمَثِّلٌ / مُمَثِّلُونَ
Last month	فِي الشَّهرِ المَاضِي
To meet	قَابَلَ / يُقَابِلُ / مُقَابَلَةً
He was with him	كَانَ مَعَه
Hour; watch, clock	سَاعَةٌ / سَاعَاتٌ
For one hour	لِسَاعَةٍ
Pressmen	رِجَالُ الصَّحَافَةِ
To discuss	بَحَثَ / يَبْحَثُ / بَحْثًا

Last week (in the)	فى الأُسْبُوعِ المَاضِى
Public Works Minister	وَزِيْرُ الأَشْغَالِ العَامَّةِ
Syria	سُورِيَة
Syrian	سُورِيٌّ
To last	إسْتَغْرَقَ/ يَسْتَغْرِقُ/ إسْتِغْرَاقًا
Only	فَقَطْ
Minute	دَقِيْقَةٌ/ دَقَائِقُ
Report	تَقْرِيْرٌ/ تَقَارِيْرُ
Pressreports	التَّقَارِيْرُ الصُّحُفِيَّةُ
Present Chairman	الرَّئِيْسُ الحَالى
Organisation of Arab Unity	مُنَظَّمَةُ الإتِّحَادِ العَرَبِى
Effort, attempt	مُحَاوَلَةٌ/ مُحَاوَلاتٌ
Oil producing countries	الدُّوَلُ المُنْتِجَةُللبِتْرُول
Non-oil producing countries	الدولُ غَيْرُ المُنْتِجَةِ للبترَولِ
Arab countries	الدُّوَلُ العَرَبِيَّةُ
African countries	الدُّوَلُ الإفْرِيْقِيَّةُ
Result, consequence	نَتِيجَةٌ/ نَتَائِجُ
Natrural consequences	النَّتَائِجُ الطَبِيعِيَّةُ
Price, rate	سِعْرٌ/ أسْعَارٌ
Under Secretary	وَكِيْلُ الوِزَارَةِ
To appeal, to urge	نَاشَدَ/ يُنَاشِدُ/ مُنَاشَدَةً
People	شَعْبٌ/ شُعُوبٌ
Family planning	تَنظِيمُ الأُسْرَةِ
To ensure	لِضَمانِ
To assure, to guarantee	ضَمِنَ/ يَضْمَنُ/ ضَمَانًا
Standard	مِعْيَارٌ/ مَعَايِيرُ
Standard of living	مِعْيَارُ المَعِيْشَةِ
Satisfactory	مُرْضٍ/ مُرْضِى

For/to all	للجَمِيعِ
Especially	خَاصَّةً/ بِخَاصَّةٍ
Weaker sections	الطَّبَقَاتُ المَحْدُودَةُ الدَّخْلِ
Radio	إذاعَةٌ
Television	تِلِفِزْيُون
Prosperity	رَفَاهِيَّةٌ
To depend (on)	إعتَمَدَ/ يَعْتَمِدُ/ إعْتِمَادًا (علَى)
Family	أُسْرَةٌ/ أُسَرٌ
We have been making efforts	نَبْذُلُ مَجْهُودَاتٍ
To develop	طَوَّرَ/ يُطَوِّرُ/ تَطْوِيرًا
To develop	نَمَّى/ يُنَمِّي/ تَنمِيَةً
Employment, work	وَظِيْفَةٌ/ وَظَائفُ
Iraq	العِراق
To sign	وقَّعَ/ يُوَقِّعُ (على) /تَوْقِيْعًا
Minutes (of meeting)	مَحْضَرٌ/ مَحَاضِرُ
Joint Minutes	مَحْضَرٌ مُشْتَرَكٌ
Cooperation	تَعَاوُنٌ
Economic cooperation	التَّعَاوُنُ الإقْتِصَادِيُّ
Trade cooperation	التَّعَاوُنُ التِّجارِيُّ
Technical cooperation	التَّعَاوُنُ الفَنِّيُّ
Cultural cooperation	التَّعَاوُنُ الثَّقافِيُّ
Industrial cooperation	التَّعَاوُنُ الصِّناعِيُّ
To explore	نَقَّبَ/ يُنَقِّبُ/ تَنْقِيبًا (عَنْ)
Means, path, pathway	سَبِيْلٌ/ سُبُلٌ
Way, route	طَرِيْقٌ/ طُرُقٌ
To consolidate	كَثَّفَ/ يُكَثِّفُ/ تَكْثِيفًا
Tie; relation	رابِطَةٌ/ رَوَابِطُ
Industry	صِنَاعَةٌ/ صِناعَاتٌ

Agriculture	زِرَاعَةٌ
Cultrue	ثَقَافَةٌ/ ثَقَافَاتٌ
Transport	نَقْلٌ
Nepal	النيبال
Neighbour	جَارٌ/ جِيرَانٌ
Country, state	دَوْلَةٌ/ دُوَلٌ
Neighbouring country	دولَةٌ جَارَةٌ
To assume (office)	تقلَّدَ/ يَتَقَلَّدُ/ تَقَلُّدًا (المَنْصِبَ)
Standing	وَاقِفٌ/ وَاقِفُونَ
Sitting	جَالِسٌ/ جَالِسُونَ
Teacher, instructor	مُعَلِّمٌ/ مُعَلِّمُونَ
Tamiya i.e. a fried stuff resembling pakora i.e. a piece of some vegetable covered with chick-pea flour and deep fried	طَعْمِيَّةٌ
Together	سَوِيًّا
Day time (from sunrise to sunset)	نَهَارٌ/ أنهُرٌ
Room	غُرْفَةٌ/ غُرَفٌ/ غُرُفَاتٌ
To find	وَجَدَ/يَجِدُ/ وُجُودًا
Specialist	مُتَخَصِّصٌ/ مُتَخَصِّصُونَ
Client	زَبُونٌ/ زَبَائِنُ
Crowded	مُزْدَحِمٌ
Counter	كُوَّةٌ/ كُوَّاتٌ
Queue	طَابُورٌ/ طَوَابِيرُ
To wait	إنْتَظَرَ/ يَنْتَظِرُ/ إنتِظَارًا
Receipt counter	كُوَّةُ الإسْتِلَام
Payment counter	كُوَّةُ الدَّفْع
Dawn, early morning	فَجْرٌ
Toothpaste	مَعْجُونُ الأسْنَانِ

News	خَبَرٌ / أخبَارٌ
Bursh	فُرْشَةٌ / فُرْشَاتٌ
To take bath	إغْتَسَلَ / يَغْتَسِلُ / إغْتِسَالاً
To wear clothes	لَبِسَ / يَلْبَسُ / لُبْسًا
Breakfast	فُطُورٌ
Lunch	غَدَاءٌ
Dinner	عَشَاءٌ
Bread	عَيْشٌ
Egg	بَيْضَةٌ / بَيْضٌ
Butter	زُبْدَةٌ
Milk	لَبَنٌ
Hand bag, vanity bag	حَقِيبَةُ اليَدِ
To go out, to leave	خَرَجَ / يَخْرُجُ / خُرُوجًا
To begin, to start	بَدَأَ / يَبْدَأُ / بَدْءً
Exact	تَمَاما
At 5:00 O'clock exact	فى السَّاعَةِ الخَامِسَةِ تَمَامًا
Morning Newspaper	جَرِيدَةٌ صَبَاحِيَّةٌ
Intelligent	ذَكِيٌّ / أذْكِيَاء
Cultured, civilized	مُهَذَّبٌ / مُهَذَّبُونَ
To play	لَعِبَ / يَلْعَبُ / لَعِبًا
To live, to reside	سَكَنَ / يَسْكُنُ / سَكَنًا
Flat, apartment	شُقَّةٌ / شِقَقٌ
Floor	دَوْرٌ / أدْوَارٌ
Ground floor	الدَّورُ الأَرْضِيُّ
Balcony	شُرْفَةٌ / شُرْفَاتٌ
Father	وَالِدٌ
Mother	والدَةٌ
People, humanbeing	إنسَانٌ / أُنَاسٌ

Street, road شَارِعٌ/ شَوَارِعُ

Vehicles عَرَبَةٌ/ عَرَبَاتٌ

To sleep نَامَ/ يَنَامُ/نَوْمًا

Comfortable مُرِيحٌ

Mattress مَرْتَبَةٌ/ مَرْتَبَاتٌ

Bedsheet مُلَاءَةٌ/ مُلَاءَاتٌ

Quilt لِحَافٌ/ لُحُفٌ

Blanket بَطَّانِيَّةٌ/ بَطَّانِيَّاتٌ

Pillow وِسَادَةٌ/ وَسَائِدُ

Guest ضَيْفٌ/ ضُيُوفٌ

Active نَشِيطٌ/ نُشَطَاءُ

Beloved مَحْبُوبٌ/ مَحْبُوبُونَ

All جَمِيعٌ

With all the people عِنْدَ جَمِيعِ النَّاسِ

Ash-coloured, Grey رَمَادِيٌّ

To hang عَلَّقَ/ يُعَلِّقُ/ تَعْلِيقًا

Shoulder كَتِفٌ/ أَكْتَافٌ

To put وَضَعَ/ يَضَعُ/ وَضْعًا

Letter رِسَالَةٌ/ رَسَائِلُ

Parcel طَرْدٌ/ طُرُودٌ

In the sun فِي الشَّمْسِ

Sun شَمْسٌ/ شُمُوسٌ

Rain مَطَرٌ/ أَمْطَارٌ

In the rain فِي الْمَطَرِ

To perform أَدَّى/ يُؤَدِّى/تَأْدِيَةً

Duty وَاجِبٌ/ وَاجِبَاتٌ

To deliver, to handover سَلَّمَ/ يُسَلِّمُ/تَسْلِيمًا

News, information نَبَأٌ/ أَنْبَاءٌ

Happy	سَارٌّ
Sad	مُحْزِنٌ
To feel	شَعَرَ/ يَشْعُرُ/شُعُورًا
Happiness	سُرُورٌ
Person	شَخْصٌ/ أَشْخَاصٌ
Famous, known	مَعْرُوفٌ/ مَعْرُوفُونَ
Respected	مُحْتَرَمٌ/ مُحْتَرَمُونَ
Village	قَرْيَةٌ/ قُرًى
Villager	قَرَوِيٌّ/ قَرَوِيُّونَ
To respect	إِحْتَرَمَ/ يَحْتَرِمُ/ إِحْتِرَامًا
To love	أَحَبَّ/ يُحِبُّ/ مَحَبَّةً
Capital (city)	عَاصِمَةٌ/ عَوَاصِمُ
Factory, palnt	مَصْنَعٌ/مَصَانِعُ
Station	مَحَطَّةٌ/ مَحَطَّاتٌ
Radio station	مَحَطَّةُ الإِذَاعَةِ
T.V. station	مَحَطَّة التِّلْفَازِ
Parliament House	دَارُ البَرْلَمَان
Republic	جُمْهُورِيَّةٌ
President of the Republic	رَئِيسُ الجُمْهُورِيَّةِ
Living area, colony	حَارَةٌ/ حَارَاتٌ
Inmate, resident	سَاكِنٌ/ سُكَّانٌ
Fort	قَلْعَةٌ/ قِلَاعٌ
Red Fort	القَلْعَةُ الحَمْرَاءُ
Leader	زَعِيمٌ/ زُعَمَاءُ
National leader	الزَّعِيمُ الوَطَنِيُّ
Facility, utility, appurtenance	مَرْفِقٌ/ مَرَافِقُ
Facilities of life	مَرَافِق الحياة
Important	هَامٌّ

Like, for example	مِثْل
Mail	بَرِيْدٌ
Post Office	مَكْتَبُ الْبَرِيْدِ
Centre	مَركَزٌ / مَرَاكِزُ
Police Station	مَركَزُ الشُّرطَةِ
First aid centre	مَركَزُ الإِسْعَافِ
Fire station	مَركَزُ المَطَافِئِ
Railways	السِّكَّةُ الحَدِيْدِ
Hospital	مُسْتَشْفَى / مُسْتَشْفَيَاتٌ
Public Hospital	المُسْتَشْفَى العَامُّ
To be situated	وَقَعَ / يَقَعُ / وُقُوعًا
Kilometre	كِلُومِتْر
To build	بَنَى / يَبْنِي / بِنَاءً
Memory	تِذْكَارٌ
Marble	مَرمَر
White marble	المَرْمَرُ الأَبْيَضُ
Platform	مِصطَبَةٌ / مَصَاطِبُ
To appear	ظَهَرَ / يَظْهَرُ / ظُهُورًا
Form, face	شَكْلٌ / اشْكَالٌ
Bright	لَامِعٌ
Night	لَيْلَةٌ / لَيَالِي
Moonlit	مُقْمِرٌ
To come	أَتَى / يَأْتِي / إِتْيَانًا
To watch, to see	شَاهَدَ / يُشَاهِدُ / مُشَاهَدَةً
To be said	قِيْلَ / يُقَالُ / قَوْلًا
To cost	كَلَّفَ / يُكَلِّفُ / تَكْلِيْفًا
Money, funds, wealth	مَالٌ / أَمْوَالٌ
Fountain	نَافُورَةٌ / نَوَافِيْرُ

To sprinkle	رَشَّ/ يَرُشُّ/ رشًا
Sign, symbol	رَمْزٌ/ رُمُوزٌ
Glory	مَجْدٌ/ امْجَادٌ
Proof	دَلِيْلٌ/ ادِلَّةٌ
Love	حُبٌّ
Expensive, costly	ثَمِيْنٌ
Good	طَيِّبٌ/ طَيِّبُونَ
Only	فَقَطْ
Earlier	مِنْ قَبْلُ
To move, to run	سَارَ/يَسِيرُ/ سَيْرًا
To drag, to pull	جَرَّ/ يَجُرُّ/ جَرًّا
Benzin, petrol	بنزِيْن
Train	قِطَارٌ/ قِطَارَاتٌ
Steam	بُخَارٌ/ أَبْخِرَةٌ
To cover	قَطَعَ/ يَقْطَعُ/ قَطْعًا
Way, passage	طَرِيْقٌ/ طُرُقٌ
Pedestrian	مَاشِي/ مُشَاةٌ
To pass	مَرَّ/ يَمُرُّ/ مُرُورًا
Wheel	عَجَلَةٌ/ عَجَلَاتٌ
Steering wheel	عَجَلَةُ القِيَادةِ
Tyre; frame-work	إطارٌ/إطَارَاتٌ
Mile	مِيْلٌ/ أَمْيَالٌ
Rubber	مَطَّاطٌ
To cause, to create	أَحْدَثَ/ يُحْدِثُ/ إحْدَاثًا
To drive, to lead	قَادَ/ يَقُودُ/ قِيَادَةً
Information	مَعْلُومَاتٌ
Useful	مُفِيْدٌ
To thank	شَكَرَ/ يَشْكُرُ/ شُكْرًا

Thank you very much, thanks a lot	شُكْرًا جَزِيلًا
Pardon! sorry	عَفْوًا/ العَفْوَ
Success	نَجَاحٌ/ نَجَاحَاتٌ
Examination	إمْتِحَانٌ/ إمْتِحَانَاتٌ
Last	أخِيرٌ
To help, to assist	سَاعَدَ/ يُسَاعِدُ/ مُسَاعَدَةً
To complete, to carry out	أنجَزَ/ يُنْجِزُ/إنْجَازًا
To educate, to instruct	عَلَّمَ/ يُعَلِّمُ/ تَعْلِيْمًا
To know	عَرَفَ/ يَعْرِفُ/ عِرْفَانًا
Time	زَمَنٌ/ أزْمَانٌ
Minute	دَقِيْقَةٌ/ دَقَائِقُ
To equate, to be equal to	سَاوَى/ يُسَاوِى/ مُسَاواةً
Second, 1/60 minute	ثَانِيَةٌ/ ثَوَانِى
Dial; Port, seaport,	مِينَاءٌ/ مِينَاء اَتٌ
Figure	رَقْمٌ/ أرْقَامٌ
Hand (of a watch)	عَقْرَبٌ/ عَقَارِبُ
To point (to)	أشَارَ/ يُشِيرُ (إلَى) إشَارَةً
To hold	عَقَدَ/ يَعْقِدُ/ عَقْدًا
Cabinet, council of ministers	اَلْمَجْلِسُ الوِزَارِىُّ
Soon	عَاجِلًا
Headship, presidentship	رِئَاسَةٌ
To attend	حَضَرَ/ يَحْضُرُ/ حُضُورًا
Number	عَدَدٌ/ أعْدَادٌ
Issue, problem	مَسْأَلَةٌ/ مَسَائِلُ
To concern	هَمَّ/ يَهُمُّ/ هَمًّا
Finance Minister	وَزِيْرُ المَالِيَّةِ
Education Minister	وَزِيْرُ (التَّعْلِيمِ وَ) التَّرْبِيَةِ
Public Works Minister	وَزِيْرُ الثَّقَافَةِ

Home Minister — وَزِيْرُ الدَّاخِلِيَّةِ

Foreign Minister — وَزِيْرُ الخَارِجِيَّةِ

Minister — وَزِيْرٌ/ وُزَرَاءُ

Reason — سَبَبٌ/ أَسْبَابٌ

For some reasons — لِأَسْبَابٍ مَا

Cold — بَارِدٌ

Very cold — بَارِدٌ جِدًّا

Class/classroom — صَفٌّ/ صُفُوفٌ

Clothe — ثَوبٌ/ ثِيَابٌ

Wool — صُوفٌ/ أَصْوَافٌ

Woollen — صُوفِيٌّ

To open — فَتَحَ/ يَفْتَحُ/ فَتْحًا

To teach — دَرَّسَ/ يُدَرِّسُ/ تَدْرِيْسًا

Obscure/difficult — غَامِضٌ

He began to write — أَخَذَ يَكْتُبُ

Meaning — مَعْنًى/ مَعَانِي

Miss (Unmarried girl) — آنِسَةٌ/ أَوَانِسُ

Mr./ gentleman — سَيِّدٌ/ سَادَةٌ

Mrs./ lady — سَيِّدَةٌ/ سَيِّدَاتٌ

O' (each one of these is vocative) — يَا/ يَا أَيُّهَا/ أَيْ

People, nation — شَعْبٌ/شُعُوبٌ

To love, to like — وَدَّ/ يَوَدُّ/ وِدَادًا

Link, connection — صِلَةٌ/ صِلَاتٌ

Friendly relation — صِلَةٌ وُدِّيَةٌ

Neighbour — جَارٌ/ جِيرَانٌ

Deep heart — صَمِيْمُ القَلْبِ

Heart — قَلْبٌ/ قُلُوبٌ

To happen — حَدَثَ/ يَحْدُثُ/ حُدُوثًا

War	حَرْبٌ / حُرُوبٌ
However	عَلَى أنَّه
Army	جَيْشٌ / جُيُوشٌ
Strong	قَوِيٌّ / أقْوِيَاءُ
Defence	دِفَاعٌ
Sovereignty	سِيَادةٌ
Pilot	طَيَّارٌ / طَيَّارُونَ
Seaman, navy man	بَحَّارٌ / بَحَّارُونَ
Artillery man	مِدْفَعِيٌّ / مِدْفَعِيُّونَ
To defend	دَافَعَ / يُدَافِعُ / مُدَافَعَةٌ
Bravery	شَجَاعَةٌ
To protect, to defend	حَمَى / يَحْمِي / حِمَايَةٌ
Evil	شَرٌّ / أشْرَارٌ
To ward (off)	رَدَّ / يَرُدُّ (عَن)
Attack, aggression	عُدْوَانٌ
Noon	ظُهْرٌ
Afternoon	بَعْدَ الظُّهْرِ
Scheduled time, Appointment	مَوْعِدٌ / مَوَاعِدُ
Bulletin	نَشْرَةٌ / نَشَرَاتٌ
Second News Bulletin	نَشْرَةُ الأخْبَارِ الثَّانِيَةُ
End	خِتَامٌ
Commentary	تَعْلِيقٌ / تَعْلِيقَاتٌ
Brief/ headlines	مُوجَزٌ
Session	جَلْسَةٌ / جَلَسَاتٌ
To be completed	تَمَّ / يَتِمُّ / تَمَامًا
Elections	إنتِخَاباتٌ
To send	أرْسَلَ / يُرْسِلُ / إرْسَالًا
Security Forces	قُوَّاتُ الأمْنِ

Country	بَلَدٌ/ بُلْدَانٌ
Security Council	مَجْلِسُ الأَمْنِ
United Nations	الأُمَمُ المُتَّحِدَةُ
News	نَبَأٌ/أَنْبَاءٌ
Detail	تَفْصِيلٌ/ تَفْصِيلَاتٌ
To hear, to listen	سَمِعَ/ يَسْمَعُ/ سَمْعًا
Every day three times, thrice in a day	كُلَّ يَومٍ ثَلَاثَ مَرَّاتٍ
To broadcast	أَذَاعَ/ يُذِيعُ/ إِذَاعَةً
Good morning	صَبَاحَ الخَيْرِ
How	كَيْفَ
How do you do?	كَيفَ الحَالُ
Good	خَيْرٌ
I am good, I am o.k.	أَنَا بِخَيْرٍ
God be praised	اَلْحَمْدُ لِلّٰهِ
Engineer	مُهَنْدِسٌ/ مُهَنْدِسُونَ
Confrere, colleague (in profession)	زَمِيلِي فِي العَمَلِ
To represent	مَثَّلَ/ يُمَثِّلُ/ تَمْثِيلًا
Company	شِرْكَةٌ/ شِرْكَاتٌ
Project	مَشْرُوعٌ/مَشَارِيعُ
Engineering Projects	اَلْمَشَارِيعُ الهَنْدَسِيَّةُ
Major, main	رَئِيسِيٌّ
To do s. th., to carry out	قَامَ/ يَقُومُ/ قِيَامًا (ب)
To execute, to implement	نَفَّذَ/ يُنَفِّذُ/ تَنْفِيذًا
Friendly country	البَلَدُ الصَّدِيقُ
Friendly countries	البُلْدَانُ الصَّدِيقَةُ
To meet	قَابَلَ/ يُقَابِلُ/ مُقَابَلَةً
Excellency	مَعَالِي
His Excellency the Minister of Industry	مَعَالِي وَزِيرُ الصِّنَاعَةِ

Any	أيُّ
For God's sake	باللّه
To be kind	تَكَرَّمَ/ يَتَكَرَّمُ/ تَكَرُّمًا
If	لَو
If you could	لَو تَكَرَّمْتَ
Welcome	أهْلاً وسَهْلاً
Yes	نَعَمْ
No	لاَ
Sir	يَاسَيِّدِي
Married	مُتَزَوِّجٌ/ مُتَزَوِّجُونَ
I am not	أنَا لَسْتُ
I have	عِندِي
Child	طِفلٌ/ أطْفَالٌ
To come	جَاءَ/ يَجِيءُ/ جَيْئَةً
Assignment, mission, work	مُهِمَّةٌ/ مُهِمَّاتٌ
Hotel	فُندُقٌ/ فَنَادِقُ
How much	كَمْ
Coffee	قَهْوَةٌ
To want, to wish	أرَادَ/ يُرِيدُ/ إرَادَةً
A bien tot, see you	إلَى اللِّقَاء
With peace, bye bye	مَعَ السَّلاَمَةِ

Translation Exercises

Arabic-English

With Glossary

ـلَ الرَّئِيسُ الأَمْرِيكيُّ جورج بُوش هاتفيًّا لأَوَّلِ مَرَّةٍ بالرئيسِ السُّورِى بَشَّارِ الأَسَد.
الَتْ وكالةُ الأَنباء السُوريَّةُ الرَّسْمِيَّةُ إِنَّ الرَّئِيسَيْنِ أَعْرَبَا خِلالَ الْمُكَالَمَةِ عَن رَغْبَتِهِمَا فِى
مَلٍ مِن أَجْلِ التَّوَصُّلِ إِلَى اِتِّفَاقِ سلامٍ فِى الشَّرقِ الأَوْسَطِ.
كَرَتْ الوِكالَةُ السُّورِيَّةُ أن الرَّئِيسَ السُّورِىَّ شَدَّدَ عَلَى الْحَاجَةِ لِمُعَالَجَةِ مَشَاكِلِ
نْطَقَةِ بِصُورَةٍ إِيجَابِيَّةٍ وَحَيَادِيَّةٍ.

☆☆☆

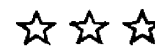
نَ سفيرُ الْمَمْلَكَةِ العَرَبِيَّةِ السُّعُودِيَّةِ فِى الْكُويت احمد اليحيٰى أَنَّ الْمَمْلَكَةَ بَدَأَتْ
بِيْقِ التَّنْظِيمِ الجَدِيْدِ لِخِدْمَاتِ الْمُعْتَمِرِيْنَ وَزُوَّارِ الْمَسجِدِ النَّبِوِى الشَّرِيْفِ وَذلك
بارًا مِّن غُرَّةِ صَفَرَ الجَارِى.
ضَحَ اليحيٰى أَنَّ التَّنظِيمَ الجَدِيْدَ الَّذِى يُعْتَبَرُ نَقْلَةً نوعيةً فِى الْخِدْمَاتِ الْمُقَدَّمَةِ لِوُفودِ
بارِ الْمُقَدَّسَةِ يَعْتَمِدُ عَلَى تَقْدِيْمِ الْخِدْماتِ لِلقَادِمِيْنَ مِنْ خَارِجِ الْمَمْلَكَةِ مِنْ قِبَلِ
ـسَاتٍ أو شَرِكَاتٍ سُعُودِيَّةٍ تَحْتَ إِشْرَافِ وِزَارَةِ الْحَجِّ السُّعُودِيَّةِ.

☆☆☆

ـَ وَزِيْرُ التَّربِيَةِ وَ التَّعْلِيْمِ الْعَالِى د.مساعد الهَارُون أَنَّ وِزَارَةَ التَّعْلِيْمِ الْعَالِى سَتَبْدَأُ الْيَوْمَ
ـدَ فِى اسْتِقْبَالِ الرَّاغِبينَ فِى انْشَاءِ جَامِعَاتٍ خَاصَّةٍ، لِمَلءِ نُمُوذَجٍ اوَّلِىٍّ واسْتِيفَاء
ـلومَاتِ الاسَاسِيَّةِ الْمطلُوبَةِ لِتقْدِيمِ الطَّلَبَاتِ وَقَالَ الهارُون فى تَصْرِيْحَاتٍ أَدلَى بِهَا
بَ افْتِتَاحِهِ مَعْرِضَ التَسوُّقِ الثَّانِى وَالعِشْرِينَ فِى كُلِّيَةِ التَّرْبِيَةِ الاَسَاسِيَّةِ أمسِ أَنَّ مَجْلِسَ
ـراءِ سَيُصَادِقُ فِى جَلْسَتِهِ الأُسبُوعِيَّةِ اليومَ عَلى قَانونِ مَجْلِسِ الْجَامِعَاتِ الْخَاصَّةِ،
يفا «اننا بِصَدَدِ انتِظَار صُدور المَرسوم الاميرى لِقانون الجَامعات الخاصَّة.

☆☆☆

ـثَ مَساءَ أمسِ مُشَاجَرةٌ بَيْنَ مَا يَزِيْدُ عَنْ 150 صِيْنِيا وَعَدَدٍ مِّنْ أَبْنَاءِ الْمَمْلَكَةِ الْعَرَبِيَّةِ
ـعُودِيَّةِ الْمُقِيمِينَ فِى الْكُويت لِسَبَبِ إِضْرَارِ اَحَدِ السُّعُودِيين عَلَى شُرْبِ المَاءِ قَبْلَ
ـالِ الصِّيْنِيِّيْنَ مَا اَثَارَ حَفِيظَتَهم فوقَعَتْ مَعْرَكَةٌ بَيْنَهُم فِى مَكَانٍ مُنعَزِلٍ فِى مَنْطِقَةِ جَلِيب
ـيوخ أسفَرَتْ عَن إصابةِ ثمانيةِ اَشخَاصٍ.

☆☆☆

ـبَلَ رَئِيسُ مَجْلِسِ الوُزَرَاءِ رَفيق الحَرِيرى أمسِ فِى السَّراي الْكَبِيْر الوَزِيْرَ الاسْبَق
ـال و إستَعْرَضَ مَعَهُ التَطوُّراتِ السِّياسِيَّةَ.

ثمّ اسْتَقْبَلَ الرَّئِيسُ الحَرِيرِى رئِيسَ إتحادِ غُرَفِ التّجارَةِ والزّرَاعةِ فِى لُبنان عدنان الّذى أطلعَهُ علَى المَشَارِيعِ المُسْتَقْبَلِيَّةِ الّتِى سَيَقُومُ بِهَا فِى ضَوءِ إنتخَابه رَئِيسًا لِمَجْلِسِ رجالِ الأعْمَالِ اللبنانِيِينَ و السورِيينَ و سبُل تنشيطِ العلاقاتِ بَيْنَ القطاعَين فِى لُبْنَان وَسُورْيَا. واسْتَقْبَلَ الرّئيسُ الْحَرِيرى ايضًا المُهنْدِسَ هنرى صفير.

كَمَا الْتَقَى الرئيسُ الحَرِيرى أمسِ، رئيسَ تَحْرِيْرِ جَرِيْدَةِ «الشَّرقِ الأوسطُ» الزميل عبد الرحمٰن الرشيد.

☆ ☆ ☆

إلْتَقَى الأمينُ العام لِوزارةِ الخَارجيَّةِ السفيرُ زُهَير حمدان سفيرَ الهند آجاي شودرى، الذى نقَل مَوقِفَ بِلادِهِ الدَّاعمَ للُبنانِ بشأْن رَفْضِ التَوطين، وضرورة تَطْبِيْقِ الْقَرَارَاتِ الدُوَلِيَّةِ الّتِى تقر بحقّ عَودَةِ اللّاجِئِينَ الفلسطينيين إلَى ديارهِم ولا سيَّما القرار ١٩٤ .

☆ ☆ ☆

سَوفَ يَصِلُ رَئِيسُ مَجلسِ إدارةِ وِكالةِ الأنْبَاءِ الرُّوسِيَّةِ إلَى لُبْنَان غدًا فِى زِيَارَةٍ يَلْتَقِى خِلالَهَا وَزِيْرَ الْإعْلامِ اللُّبْنَانِيّ وَغَيْرَهُ مِنَ الشَّخصِيَات.

وَكانَ قَدْ وَقَّعَ رئيسُ مَجْلسِ إدارةِ وكَالَةِ الأنباءِ الرُّوسِيَّةِ وَالمُدِيْرُ الْعَامُّ للْوِكالَةِ العَرَبِيَّةِ السُّورِيَّةِ لِلأنْبَاءِ إتِّفاقًا للتَّبادُلِ الأخْبَارِىّ بَيْنَ الْوِكَالَتَيْنِ فِى دِمَشق اوَّلَ مِن أمسِ وذَلِك فِى إطَارِ تَطْوِيْرِ الْعَلاقَاتِ الثُّنَائِيَّةِ.

☆ ☆ ☆

إستَقْبَلَ السَّيِّد الدُّكْتُور مُحَمَّد مُصطَفَى مِيرُو رئيسُ مَجْلسِ الوُزَرَاءِ بَعدَ ظُهر أمسِ السَّيدَ المهنْدِسَ حَاتِمَ الحُلْوَانى وَزِيْرَ الْمِيَاه وَالرَّىّ الاردُنىّ و حَضرَ اللّقَاءَ السَّيِّدُ طٰه الأطرَش وزِيرُ الرَّىّ.

وَ فِى بِدايَةِ اللّقَاءِ نَقَلَ السَّيِّد الحُلوَانِى تَحِيَّةَ الْمُهَنْدِسِ عَلِى أبُو الرَّاغِب رَئِيسِ مَجْلِسِ الْوُزَرَاءِ الأردُنى إلَى السَّيِّد رَئِيسِ مَجلِس الوُزَرَاءِ فشَكَرَهُ عَلَيْهَا وَحَمَّلَهُ تَحِيَّاتِه إلَيْهِ.

وَدَارَ الحَدِيثُ خِلَالَ اللّقَاءِ حَولَ تَطْوِيْرِ عَلاقَاتِ التَّعَاوُن بَيْنَ سُورِيَا والأُرْدُن وتَعْزِيْزِهَا فِى شَتَّى الْمَجَالَاتِ و لَا سِيَّمَا التَّعَاوُنِ فِى مَجَالِ الْمِيَاهِ وَالْقَضَايَا الْمَائِيَّةِ الّتِى تَهُمُّ الْبَلَدَيْنِ.

حَضَرَ اللِّقَاءَ السَّادَةُ الدُّكْتُورُ خَالِد نَائِبُ رَئِيسِ مَجْلِسِ الوُزَرَاءِ لِلشُّئُونِ الإِقْتِصَادِيَّةِ وَالدُّكْتُور محمَّد وَزِيْرُ الإِقْتِصَادِ وَالتِّجَارَةِ الْخَارِجِيَّةِ وَالْقَائِمُ بِأَعْمَالِ سِفَارَة جُمْهُورِيَّةِ يُوغُوسَلَافِيا فِي دِمِشْق.

☆☆☆

أَقَامَ السَّيِّدُ حُسَيْن سَفِيْرُالجُمْهُورِيَّةِ الإِسلَامِيَّةِ الإِيرَانِيَّةِ بِدِمَشْق حَفلَ اسْتِقْبَالٍ مَسَاءَ أمسِ بِمُناسَبَةِ الْعِيْدِ الْوَطَنِي.

حَضَرَ الْحَفْلَ السَّيِّد مُصْطَفى نَائِبُ القَائِدِ الْعَامِّ لِلْجَيْشِ وَالقُوَّاتِ الْمُسَلَّحَةِ وَ بَعْضُ أَعْضَاء القِيَادَةِ الْمَرْكَزِيَّةِ وَعَدَدٌ مِّنَ السَّادَةِ الْوُزَرَاءِ وَعَدَدٌ مِّنْ مُعَاوِنِي الوزَرَاء. كَمَا حَضَرَ الْحَفْلَ عَدَدٌ مِّنْ أعضَاءِ السِّلْكِ الدِّبْلُومَاسِي الْعَرَبِي وَالأَجْنَبِي بِدِمَشْق.

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أعلَنَ وَزِيْرُ الْخَارِجِيَّةِ الأَمْرِيْكِي أنَّه يَتَوَقَّعُ مِنَ الزُّعَمَاءِ الْعَرَبِ أَنْ يُشِيْدُوا بِأَفْكَارِهِ الْخَاصَّةِ بِإِجْرَاءِ تَغْيِيْرٍ فِي الْعُقُوبَاتِ الْمَفْرُوضَةِ عَلَى الْعِرَاقِ. وَفِي نَفْسِ السِّيَاقِ حَذَّرَتِ الأُمَمُ الْمُتَّحِدَةُ الْعِرَاقَ مِنَ اسْتِلَامِ أَيِّ أَمْوَالٍ خَفِيَّةٍ عَلَى بَيْعِ نَفْطِه.

وَقَالَ وَزِيْرُ الْخَارِجِيَّةِ الأَمْرِيْكِيُّ أَوَّلَ مِنْ أمسِ إِنَّهُ مَا زَالَ مُتَفَائِلاً فِي شَأْنِ التَايِيْدِ الَّذِي تَلَقَّاهُ خِلَالَ جَوْلَتِهِ فِي الشَّرقِ الأَوسَطِ وَمِنطَقَةِ الْخَلِيْجِ فِي أَوَاخِرِ فِبرَايِرِ المَاضِي. وَأضَاف فِي مُؤْتَمرٍ صُحُفِيّ مَعَ وَزِيرِ خَارِجِيَّةِ السُّوِيْدِ "أَعْتَقِدُ أَنَّ التَّايِيْدَ سَيُصْبِحُ عَلَنِيًّا فِي الأَيَّامِ وَالأَسَابِيْعِ الْمُقْبِلَةِ عِنْدَمَا يَبْحَثُونَ كَيْفَ سَيُؤَيِّدُونَ المُبادَرَاتِ الَّتِي سَنَعرِضُهَا فِي الأُمَمِ الْمُتَّحِدَةِ.

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تَسَلَّمَ رَئِيسُ الْجُمْهُورِيَّةِ الْيَمَنِيَّةِ أَوْرَاقَ إِعْتِمَادِ عَدَدٍ مِّنْ سُفَرَاءِ الدُّوَلِ الشَّقِيْقَةِ وَالصَّدِيْقَةِ لَدَى بِلَادِنَا. وَتَسَلَّمَ أَوْرَاق إِعْتِمَادِ كُلٍّ مِّنَ السَّفِيْرِ الكُويتي وَالسَّفِيْر الكُوبِي وَالسَّفِيْرِ البَلجِيْكِي وَالسَّفِيْر الكُورِي.

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سَادَ التَّوَتُّرُ فِي عَدَدٍ مِّنَ الْمَنَاطِقِ الفِلَسْطِيْنِيَّةِ الْمُحْتَلَّةِ أمسِ حَيْثُ حَصَلَتْ مُوَاجَهَاتٌ بَيْنَ جُنُودِ الإِحْتِلَالِ الإِسْرَائِيْلِيِّ وَ أَبْنَاءِ الشَّعْبِ الْفِلَسْطِيْنِيِّ.

فِي هَذَا الصَّدَدِ ذَكَرَتْ وِكَالَاتُ الأَنْبَاءِ أَنَّ قُوَّاتِ الاحْتِلَال عَزَّزَتْ تَوَاجُدَهَا العَسْكَرِيَّ عَلَى كَافَّةِ الْمَحَاوِرِ وَالطُّرُقِ الْمُؤَدِّيَةِ إِلَى مَدِيْنَةِ الْخَلِيْلِ فِي الوَقْتِ الَّذِي يُوَاصِلُ فِيْهِ الْمُسْتَوطِنُونَ إِعْتِدَاءَاتِهِمْ عَلَى الْمُوَاطِنِيْنَ خَاصَّةً فِي الْجُزْءِ الْمُحْتَلِّ مِنَ الْمَدِيْنَةِ.

Glossary — الكلمات العسيرة

English	Arabic
Companion, friend; comrade	رَفِيقٌ/رُفَقَاءُ
Rafik al Hariri (given name)	رفيق الحريري
Seraglio	سَراي/ سَرايَاتٌ
Al SeraiAl Kabir	السَّرَاي الكَبِير
Former	أسْبَقُ
Michel	ميشال
Development	تَطَوُّرٌ/ تَطَوُّرَاتٌ
Then, after that	ثُمَّ
Union, federation	إتِّحادٌ/ إتِّحَادَاتٌ
Chamber, room	غُرْفَةٌ/ غُرَفٌ
Chambers of Commerce & Agriculture	غُرَفُ التِّجارَةِ والزِّرَاعَةِ
Lebanon	لُبْنَان
Adnan (given name)	عَدْنَان
To inform	أطْلَعَ/ يُطْلِعُ/ إطلاَعًا
Project	مَشْرُوعٌ/ مَشَارِيعُ
To review	إسْتَعْرَضَ/ يَسْتَعْرِضُ/ إسْتِعْرَاضًا
Future	مُسْتَقْبَلٌ
Related to future, future	مُسْتَقْبَلِيٌّ
Light	ضَوءٌ
Employers' Council	مَجْلِسُ رِجَالِ الأعْمَالِ
Ways, means	سَبِيلٌ/ سُبُلٌ
To activate, to invigorate	نَشَّطَ/ يُنَشِّطُ/ تَنْشِيطًا
Syria	سُورِيَا
Henry Safir (given name)	هنري صفير
As, also	كما
To meet	إلْتَقَى/ يَلْتَقِي/ إلْتِقَاءً

Editor/chief editor	رئيسُ التّحرير
Colleague, fellow	زَمِيلٌ/زُمَلاءُ
Fellowship	زِمَالَةٌ
To transfer, to copy, to convey	نَقَلَ/ يَنقُلُ/ نَقْلًا
Stand	مَوقِفٌ/ مَواقِفُ
His country's stand	مَوقِفُ بِلادِه
Supportive	دَاعِمٌ
Vis-a-vis, regarding	بِشَأْنِ
To refuse, to reject, to deny	رَفَضَ/ يَرْفُضُ/ رَفْضًا
Settlement	تَوطِيْنٌ
To make settlement	وَطَّنَ/ يُوَطِّنُ/ تَوطِيْنًا
To apply	طَبَّقَ/ يُطَبِّقُ/ تَطْبِيْقًا
Decision, resolution	قَرَارٌ/ قَرَارَاتٌ
To admit, to approve	أَقَرَّ/ يُقِرُّ/ إِقْرَارًا
Right	حَقٌّ/ حُقُوقٌ
To return	عَادَ/ يَعُودُ/ عَودَةً
Refugee	لَاجِئٌ/ لَاجِئُونَ
House, home	دَارٌ/ دُورٌ/دِيَارٌ
Specially	لَاسِيَّمَا
Board of directors	مَجْلِسُ الإِدَارَةِ
Russian News Agency	وِكَالَةُ الأَنْبَاءِ الرُّوسِيَّةِ
Minister of Information	وَزِيْرُ الإِعْلَامِ
Personalities	شَخْصِيَّةٌ/ شَخْصِيَّاتٌ
Director General	المُدِيرُ العَامُّ
Agreement, protocol	إِتِّفَاقٌ/ إِتِّفَاقَاتٌ
Damascus	دِمَشْقُ
Day before yesterday	أَوَّلَ مِن أَمسِ
Framerwork; tyre	إِطَارٌ/ إِطَارَاتٌ

To improve, to better, to develop	طَوَّرَ / يُطَوِّرُ / تَطْوِيرًا
Bilateral relations	عَلاقَاتٌ ثُنَائِيَّةٌ
Noon	ظُهْرٌ
After noon	بَعْدَ الظُّهْرِ
Minister of Water and Irrigation	وَزِيْرُ المِيَاهِ والرِّيِّ
Beginning, inception	بِدَايَةٌ / بِدَايَاتٌ
Meeting; interview	لِقَاءٌ / لِقَاء اتٌ
Greetings, salutations	تَحِيَّةٌ / تَحِيَّاتٌ
To make carry	حَمَّلَ / يُحَمِّلُ / تَحْمِيْلاً
To go round	دَارَ / يَدُورُ / دَوَرَانًا
To have talks	دَارَالحَدِيْثُ
To strengthen	عَزَّزَ / يُعَزِّزُ / تَعْزِيْزًا
Different	شَتَّى
Field	مَجَالٌ / مَجَالَاتٌ
Issue, problem	قَضِيَّةٌ / قَضَايَا
To concern	هَمَّ / يَهُمُّ / هَمًّا
Mr.	سَيِّدٌ / سَادَةٌ
Economic affairs	الشُّؤُونُ الإقْتِصَادِيَّةُ
To hold	أقَامَ / يُقِيمُ / إقَامَةً
Function, party	حَفْلٌ / حَفَلَاتٌ
Reception party	حَفْلُ الإسْتِقْبَالِ
Occasion	مُنَاسَبَةٌ / مُنَاسَبَاتٌ
Festival	عِيدٌ / أعْيَادٌ
National Day	اَلْعِيْدُ الوَطَنِيُّ
Commander, commandant	قَائِدٌ / قُوَّادٌ
Commandant General	القَائِدُ العَامُّ
Army	جَيْشٌ / جُيُوشٌ
Armed forces	القُوَّاتُ المُسَلَّحَةُ

Some	بَعْضٌ
Member	عُضْوٌ / أعْضَاءُ
Central leadership	القِيَادَةُ الْمَرْكَزِيَّةُ
Number	عدَدٌ / أعْدَادٌ
Some of	عَدَدٌ مِنْ
Assistant	مُعَاوِنٌ / مُعَاوِنُونَ
Assistant Minister	مُعَاوِنُ الوَزِيْرِ
Diplomatic corps	اَلسِّلْكُ الدِّبْلُومَاسِى
To expect	تَوَقَّعَ / يَتَوَقَّعُ / تَوَقُّعًا
To appreciate, to extol	أشَادَ / يُشِيْدُ / إشَادَةً (بِ)
Thought, idea	فِكْرٌ / أفْكَارٌ
Sanction; punishment	عُقُوبَةٌ / عُقُوبَاتٌ
In the same context	فِى نَفْسِ السِّيَاقِ
To warn	حَذَّرَ / يُحَذِّرُ / تَحْذِيْرًا
Money, fund	مَالٌ / أمْوَالٌ
Secret, unknown	خَفِىٌّ
To sell	بَاعَ / يَبِيْعُ / بَيْعًا
Petroleum	نَفْطٌ
Still, continues	مَا زَالَ
Optimistic	مُتَفَائِلٌ / مُتَفَائِلُونَ
Support	تَأْيِيْدٌ
To receive	تَلَقَّى / يَتَلَقَّى / تَلَقِّيًا
Round, trip	جَوْلَةٌ / جَوْلَاتٌ
Middle East	الشَّرْقُ الأوْسَطُ
End	آخِرُ / أوَاخِرُ
To add	أضَافَ / يُضِيفُ / إضَافَةً
Conference	مُؤْتَمَرٌ / مُؤْتَمَرَاتٌ
Press Conference	مُؤْتَمَرٌ صُحُفِىٌّ

Sweden	السُّوِيْدُ
To believe	إعْتَقَدَ/ يَعْتَقِدُ/ إعْتِقَادًا
To be, to become	أَصْبَحَ/ يُصْبِحُ/ إصْبَاحًا
Public	عَلَنِيٌّ
Coming, next	مُقْبِلٌ
To support	أَيَّدَ/ يُؤَيِّدُ/ تَايِيدًا
Initiative	مُبَادَرَةٌ/ مُبَادَرَاتٌ
To present, to place	عَرَضَ/ يَعْرِضُ/ عَرْضًا
To receive	تَسَلَّمَ/ يَتَسَلَّمُ/ تَسَلُّمًا
Credentials	أوْرَاقُ الإعْتِمَادِ
Each one of	كُلٌّ مِنْ
Cuban	كُوبِى
Korean	كُورِى
Belgian	بَلْجِيكى
To prevail	سَادَ/ يَسُودُ/ سِيَادَةً
Tension	تَوَتُّرٌ
Area, region, zone	مِنْطَقَةٌ/ مَنَاطِقُ
Occupied	مُحْتَلٌّ
To occupy	إحْتَلَّ/ يَحْتَلُّ/ إحْتِلَالاً
Where	حَيْثُ
To happen	حَصَلَ/ يَحْصُلُ/ حُصُولاً
Encounter	مُواجَهَةٌ/ مُوَاجَهاتٌ
In this regard	فِى هَذَا الصَّدَدِ
To mention	ذَكَرَ/ يَذْكُرُ/ ذِكْرًا
Force	قُوَّةٌ/ قُوَّاتٌ
Existence, presence	تَوَاجُدٌ
Military presence	التَّوَاجُدُ العَسْكَرِيُّ
All	كَافَّةً

English	Arabic
Pivot, centre, axis	مِحْوَرٌ / مَحَاوِرُ
Way, path	طَرِيقٌ / طُرُقٌ
Ways leading to	الطُّرُقُ المؤدِّيَةُ
At the time when	فى الوَقْتِ الَّذِى
To continue	وَاصَلَ / يُوَاصِلُ / مُوَاصَلَةً
Settler	مُسْتَوطِنٌ / مُسْتَوطِنُونَ
To settle, to build up settlement	إسْتَوطَنَ / يَسْتَوطِنُ / إسْتِيطَانًا
Portion	جُزْءٌ / أجْزَاءٌ
To contact	إتَّصَلَ / يَتَّصِلُ / إتِّصالاً بِ
Telephone	هَاتِفٌ / هَوَاتِفُ
Call (telephonic), talk, conversation	مُكَالَمَةٌ / مُكَالَمَاتٌ
To express	أعْرَبَ / يُعْرِبُ / إعْرَابًا (عن)
Desire, wish	رَغْبَةٌ / رَغَبَاتٌ
For, for the sake of	مِنْ أجْلِ
To reach (a decision etc.)	تَوَصَّلَ / يَتَوَصَّلُ / تَوَصُّلاً (إلى)
Peace	سَلَامٌ
To stress (on)	شَدَّدَ / يُشَدِّدُ / تَشْدِيدًا (على)
Need	حَاجَةٌ / حَاجَاتٌ
To handle, to treat	عَالَجَ / يُعَالِجُ / مُعَالَجَةً
Positive way, positive manner	صُورَةٌ إيْجَابِيَّةٌ
Neutral way, neutral manner	صُورَةٌ حِيَادِيَّةٌ
Kingdom, empire	مَمْلَكَةٌ / ممَالِكُ
System, arrangement	تَنْظِيمٌ
Out season pilgrim to Kabah	مُعْتَمِرٌ
To perform out of season pilgrimage to Ka'bah	إعْتَمَرَ / يَعْتَمِرُ / إعْتِمَارًا
Inception, beginning	غُرَّةٌ
To explain	أوضَحَ / يُوضِحُ / إيْضَاحًا
Shift	نَقْلَةٌ / نَقَلاتٌ

Qualitative; typical	نَوعِيٌّ
To consider	إعْتَبَرَ / يَعْتَبِرُ / إعْتِبَارًا
Delegate, delegation	وَفْدٌ / وُفُودٌ
By	مِنْ قِبَلِ
Organisation, body	مُؤسَّسَةٌ / مُؤسَّسَاتٌ
Under the aegis of	تَحتَ إشْرَاف
Ministry of Pilgrimage	وِزَارَةُ الحَجّ
To establish	أنْشَأَ / يُنْشِئُ / إنْشَاءً
To fill up, to bridge up	مَلَأَ / يَمْلَأُ / مَلْءً
Basic	أسَاسِيٌّ
Statement	تَصْرِيحٌ / تَصْرِيحَاتٌ
To release, give (statement)	أدْلَى / يُدْلِي / إدْلَاءً (بِ)
Inaugration	إفْتِتَاحٌ
To shop, to do shopping	تَسَوَّقَ / يَتَسَوَّقُ / تَسَوُّقًا
To attest, to certify, to authenticate	صَادَقَ / يُصَادِقُ / مُصَادَقَةً
The royal edict	المَرْسُومُ الأمِيرِى
Quarrel, fight	مُشَاجَرَةٌ / مُشَاجَرَاتٌ
To insist (on)	أصَرَّ / يُصِرُّ / إصْرَارًا (عَلى)
To raise, to rouse	أثَارَ / يُثِيرُ / إثَارَةً
Anger	حَفِيظَةٌ
Segragated place, lonely place	مَكَانٌ مُنعَزِلٌ

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